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ABSTRACT

Based on the Oakland Neighborhood Centers experience this curriculum guide provides ideas for literacy instruction for nonliterate students in the English-as-a-Second-Language (ESL) program. Section I lists some learning needs common to many literacy students. The three categories of needs are emotional and social difficulties, physical problems, and conceptual difficulties. Section II describes assessment for screening and placement of the nonliterate learner, including formal assessment, informal classroom assessment, and assessment for advancement readiness. Section III, on classroom organization, considers structuring the literacy classroom, pacing class time, organization of students' learning materials, and organization of learning outside the formal classroom (field trips). Section IV outlines the survival/life skills competencies to be considered--personal data, orientation (cultural, spatial, time), health, consumer needs, and community resources. The learning sequence (with corresponding learning tasks and objectives) is presented in section V. (The skills are listening comprehension, verbal, prereading, introductory writing, and reading and writing.) Section VI contains sample lesson plans (each containing topic, goal, materials, and procedure), sample worksheets, and a list of other ideas for classroom activities. A bibliography lists classroom texts, classroom materials, and teacher references. (YLB)

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PERSPECTIVES IN ESL LITERACY:

THE NEIGHBORHOOD CENTERS EXPERIENCE

AN

ENGLISH AS A SECOND LANGUAGE

CURRICULUM GUIDE SUPPLEMENT

U.S. DEPARTMENT OF EDUCATION
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NEIGHBORHOOD CENTERS
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A Curriculum and Staff Development Project
ACSA/ESL Section 310 Project
June 1982

Neighborhood Centers has been providing literacy level classes in English as a Second Language for two years. The skills, insights, and energies of many teachers have been challenged. This curriculum guide is a product of that challenge. It can be seen as a recording of the dialogue among literacy level teachers.

As is so often the case, this report was assembled by putting in many hours over a few days. In addition to the curriculum guide committee members, special thanks go to Arlinda Caranay - typing; Madeleine Joe - graphics; and Contee Seely - resource consultant.

Also, we are grateful for a minigrant from the Association of California School Administrators (ACSA), ESL Adult Education Staff Development 310 Project, which made this curriculum guide possible.

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PREFACE

We are all deeply grateful for the experience of working with such dynamic, interesting people from the far reaches of Southeast Asia and other remote places of the world. In as much as it is a privilege to help individuals to the threshold of literacy, it has been a humbling experience for teachers who have been allowed to share the lives of our students in this special way.

Through staff development programs we have been given the opportunity of sharing with other teachers our concerns, hopes, and successes in a field relatively new to ESL. In compiling this curriculum guide we hope to address some of the challenging aspects of literacy instruction on the basis of our Oakland Neighborhood Centers experience. In sharing our ideas with you we expect in the future to better serve the needs and interests of literacy students.

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TABLE OF CONTENTS

	PAGE
FOREWORD	1
I. STUDENT CHARACTERISTICS AND NEEDS	3
II. ASSESSMENT FOR SCREENING AND PLACEMENT OF THE NONLITERATE LEARNER	7
A. Formal Assessment - Sample Screening Test	8
B. Informal Classroom Assessment	10
C. Assessment for Advancement Readiness	11
III. CLASSROOM ORGANIZATION	13
A. Structuring the Literacy Classroom	14
B. Pacing of Class Time	14
C. Organization of Students' Learning Materials	15
D. Organization of Learning Outside of the Formal Classroom - Field Trips	15
IV. SURVIVAL/LIFE SKILL COMPETENCIES	17
V. LEARNING TASKS AND OBJECTIVES - LEARNING SEQUENCE	21
A. Listening Comprehension	22
B. Verbal Skills	24
C. Prereading Skills	29
D. Introducing Writing Skills	30
E. Developing Reading and Writing Skills	32
VI. CLASSROOM ACTIVITIES	36
A. Sample Lesson Plans	37
B. Worksheets	68
C. Other Ideas	99
VII. BIBLIOGRAPHY	100
A. Classroom Texts	101
B. Classroom Materials	102
C. Teacher References	103

FOREWORD

NEIGHBORHOOD CENTERS PROGRAM

The basic thrust of the Neighborhood Centers Program is to assist students in acquiring language skills sufficient to meet immediate or survival needs. Competency based instruction focuses on the ability of learners to apply the knowledge and skills they acquire to real life situations. Such instruction stresses the importance of materials and situations adults are likely to encounter in their daily lives, such as changing currency, reading signs, or obtaining emergency help.

The student is offered alternative ways of achieving competence. Types of instruction are varied, programs are structured on an open-entry and exit basis and learning sites are decentralized with instruction available in neighborhoods of greatest need. One unique characteristic of the Neighborhood Centers Program is the location of classrooms within walking distance of students' homes, thus facilitating child-care, job scheduling and coordination.

Due to the recent influx to Oakland of Indochinese refugees, Neighborhood Centers has greatly expanded its English as a Second Language (ESL) programs over the past five years. The surge in enrollment occasioned by the arrival of many Indochinese and the continued high rates of migration of people from Hong Kong and China have presented new challenges to the ESL program. Literacy level students in Oakland are in the main members of minority Indochinese groups. Predominant among this group are the Iu-Mien, a Laotian hill tribe which has resettled in Oakland in the greatest concentration in the United States. Additional literacy students come from lowland Laos and rural Vietnam and Cambodia. Students from sub-Saharan Africa, the Middle East and Latin America occasionally participate in literacy classes as well. The ethnic diversity of ESL students in Oakland has been increasing along with the absolute numbers. The age of ESL students presently ranges from eighteen to eighty.

LITERACY CLASSES ARE SPECIAL

ESL teachers in the Neighborhood Centers Program are confronted with the unique challenges of guiding nonliterate students through the transition to reading and writing. Often such students have never been exposed to formal education. Having resided in remote mountain valleys and hilltops in a far corner of Southeast Asia, newly arrived preliterate adults are often hesitant about the committment to learn and unsure of their own capabilities. Separate literacy classes are crucial in assisting nonliterate students to develop their capabilities in a non-threatening, yet stimulating environment. Placing nonliterate students in a beginning level ESL class is a poor approach since basic reading and writing skills are normally

taken for granted in such environments. The language background of a student plays an important role; a student who is literate in any language usually does not belong in a literacy class. A Vietnamese or Hispanic student who can read no English but is functionally literate in his or her native tongue will in almost all cases belong in a beginning ESL rather than in a literacy class. Both Vietnamese and Spanish rely on the Roman alphabet; therefore, these students will already be familiar with many of the skills and concepts taught in literacy classes. On the other hand, a Lao, Cambodian, or Chinese student who has achieved basic literacy in his own national language may well profit from elementary literacy instruction. This is because neither Lao nor Cambodian use a Roman alphabet and Chinese does not employ an alphabet at all.

Although the composition of a literacy class may be influenced by such variables as student demand, physical classroom size and duration of instruction, a basic set of criteria may be used to distinguish between students who should be placed in a literacy class and those who belong in a beginning level class.

Literacy Level

(any of the following qualifies for literacy class)

1. a person who is nonliterate and has no prior schooling,

2. a person with no familiarity with roman alphabet (may be literate in a non-Roman language),

3. a slow learner or a person with learning disabilities who would benefit from the skills emphasis and teaching approach that characterize the literacy classroom.

Beginning Level ESL

(either of the following qualifies for beginning-level ESL class)

1. a person with little or no spoken English or basic sight vocabulary who can write with ease and has enough phonics skills to produce reasonable approximations of unfamiliar words,

2. a person with some spoken English and some basic sight vocabulary who writes with ease but has limited phonics skills.

I. STUDENT CHARACTERISTICS AND NEEDS

A. Emotional and Social

B. Physical Problems

C. Conceptual Difficulties

I. STUDENT CHARACTERISTICS AND NEEDS

Nonliterate students come from diverse cultures and linguistics backgrounds. Quite often persons from the same country have widely varying traditions of behavior in and out of the classroom. While not every trait can be attributed to every student, many are eager to learn, scared, embarrassed, silent, shy, and unused to the tools (books,pens, pencils, paper, etc.) of literacy. Many have short attention spans and find it hard to listen in class. Their perceptual abilities may be limited. Some, for example, have no tradition of two dimensional representation in their culture and find it hard to relate to a line drawing. Most lack classroom experience, familiarity with the classroom as an institution, and are unaware of appropriate classroom behavior.[1]

The following is a list of some learning needs common to many literacy students. This list is compiled based on classroom observations, and for convenience, is segregated into three categories: a) emotional and social, b) physical problems, and c) conceptual difficulties. It neither purports to be a comprehensive list nor does it list problems in any special order. Rather, the list represents a variety of problems that operate in combination to make the learning of basic reading and writing skills in a classroom setting difficult for many literacy students.

A. EMOTIONAL AND SOCIAL

1. Adjustment Frustrations:

   - health and financial problems of the student and the student's family.

   - environmental differences of an urban area confronted by students from rural areas.

   - most of the older women from Southeast Asian rural cultures have never attended school and are unfamiliar with a simple arithmetic. All are deeply traditional and have come from generations of farmers.

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[1] Nonliterate Adult ESL Students, pp. 2-3

2. Unfamiliarity with the classroom:

   - difficulty sitting for long periods of time.

   - short attention span.

   - need help with how to study, concentrate, and focus on lessons.

3. General lack of confidence

   - apprehensive about their ability to achieve in a different culture.

   - lack of confidence prevents participation.

B. PHYSICAL PROBLEMS

1. Health problems - many have never or rarely received health care. Specifically related to English learning abilities are:

   - Eye problems: Middle-age to older adults need bifocals to read. Others may have trouble seeing the board. Students often must be taught how to properly wear and use glasses in the classroom.

   - Teeth problems: Because of the complexities of the welfare system, necessary extractions are not always or immediately followed by the provision of dentures. Students undergoing dental work are servely handicapped in pronounciation and lack confidence because of their appearance.

2. Motor skills needed in classroom:

   - to hold a pencil or pen properly.

   - to use a pencil or pen to produce a desired image or symbol including letters or numbers.

   - difficulty in reproducing the symbols accurately.

C. CONCEPTUAL DIFFICULTIES

1. Language:

- often unfamiliar with concept of numbers as arabic numerals even when numerical concepts such as counting are known.
- often unaware of basic book usage including the inability to turn to a specific page or section.
- often unaware of association of oral language with written words.
- difficulty in seeing differences between certain letters or between certain symbols, e.g. d/b, h/n, j/J, n/h .
- difficulty in comprehending two-dimensional pictures .
- difficulty in reproducing simple pictures even when the content of the picture is known.
- need photos or realistic representation of object when learning vocabulary.

2. Memory - due to lack of schooling, war and deprivation or age :

- difficulty retaining information generally and particularly with remembering something in its written form.
- difficulty recognizing simple daily vocabulary and in particular when vocabulary is in written form.
- difficulty recalling information that has been previously learned.
- need consistent program of reinforcement and repetition.

II. ASSESSMENT FOR SCREENING AND PLACEMENT OF THE NONLITERATE LEARNER

A. Formal Assessment - Sample Screening Test

B. Informal Classroom Assessment

C. Assessment for Advancement Readiness

II. ASSESSMENT FOR SCREENING AND PLACEMENT

A. Formal Assessment - The following tasks are suggested as items which may be included on an assessment test used to screen literacy students:

1. The student is asked to complete a cloze alphabet in order to demonstrate his/her familiarity with Roman letters and his/her ability to form them.

2. The student demonstrates his/her writing fluency by copying a short sentence (the speed and ease with which words are formed should be noted.)

3. The student reads two or three simple sentences. Performance will reflect basic sight vocabulary in context.

4. The student is asked to point to letters which correspond to sounds produced by the teacher. (simple consonant sounds which are not commonly confused should be used here.)

5. The student is asked to read several unfamiliar or nonsense words in order to demonstrate ability to blend sounds.

Any student who can write words with some ease and who can either recognize basic sight words or use his knowledge of phonics to approximate the sounds of unfamiliar words probably does not belong in the literacy class.

(SEE: SAMPLE SCREENING TEST, NEXT PAGE)

SAMPLE SCREENING TEST

1. Fill in the missing letters.

   A___C D__F__H I__K

   L M__O__Q R__T___

2. Copy this sentence:

   My father lives in Oakland, but he works in San Francisco.

   _____

   _____

3. Read:

   My mother is a student.

   She goes to school in Oakland.

4. Listen and point to the letter you hear.

s	n	l
r	g	t
k	i	a

   * Teacher voices several of the consonant sounds.

5. Read these words:

lid	sted
sot	trag

Note: Completion of either question 4 or 5 and facility in correctly answering #1, 2, & 3 normally indicates placement in a beginning ESL class.

B. Informal Classroom Assessment:

A teacher may identify nonliterate students by a variety of means, ranging from informal observation to more formal instruments.

At the first class meeting, the instructor asks the students to write their names on a sign-up sheet. As a result of close observation, the teacher may make a quick visual assessment of their writing ability.

Another simple pre-test is a basic application form. The student is asked to fill in name, address, phone number, date, and possibly other information; the amount a student can complete, and his/her facility can give a quick indication of reading and writing ability. This procedure can work quite well when there is a large number of students to be assessed in a short period of time.

If a translator is available it is also helpful to ask a student about his/her schooling in the native language. Those who have had three years or less will probably be nonliterate.

Informal assessment may also continue in the classroom.

Visual assessment:

Watch

(1) How they hold their pencils. Are they holding them awkwardly or clutching them unnecessarily tightly?

(2) How they hold their books. Do they know which way is right side up?

(3) Eye movement. Are they actually following along with the words, or are they just memorizing or mimicking?

(4) Speed of writing. Do they hesitate a long time before beginning to write, think about each letter, or appear to laboriously draw the letters?

(5) Guessing. Do they attempt to read but say a word that is totally inappropriate phonetically, perhaps attempting a guess from memory.

(6) Coordination. Some students may need special help with exercise to improve their coordination.[2]

C. Assessment of Advancement Readiness:

Screening tests similar to the one included should give the teacher an initial rough estimate of student needs. Naturally, assessment is an ongoing process, based largely on teacher observation of student performance. The following are the areas in which a student should develop some proficiency in order to be advanced into a beginning level ESL class:

1. Visual discrimination (shapes, letters, words)
2. Auditory discrimination (sounds,words)
3. Writing (letters, words, sentences)
4. Letter-sound correspondances
5. Blending letters and clusters to sound out words
6. Knowledge of common phonograms
7. Using context and situational clues in word recognition
8. Development of sight vocabulary
9. Comprehension

Some skills such as letter formation and letter-sound correspondance depend on previously developed perceptual abilities. The development of sight vocabulary and comprehension in reading, however, may or may not be dependent on proficiency in phonics skills. For many students,proficiency in the phonics skills will be very important. Others, however, will acquire sight vocabulary and comprehension without being skilled in phonics. A student who does this should probably be moved on to a beginning level. In literacy, exposure to many of the skills areas must be simultaneous, in order to make tasks meaningful for the student and enable transition from the concrete to the abstract.

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[2] Nonliterate Adult ESL Students, pp. 7-8

II. ASSESSMENT FOR SCREENING AND PLACEMENT, cont.

Determining student readiness to leave the literacy class may involve several factors. The teacher should look at a student's performance in relation to what will be demanded at the next level offered at the teaching site. The teacher will need to be in contact with the other teachers and aware of what is going on in their classrooms. Factors such as student demand and spaces available at the different levels also come into play. Other important considerations involve the emotional needs of the individual students, some of whom may need to be moved for motivational reasons.

III. CLASSROOM ORGANIZATION

A. Structuring the Literacy Classroom

B. Pacing of Class Time

C. Organization of Students' Learning

D. Organization of Learning Outside of the Formal Classroom -- Field Trips

III. CLASSROOM ORGANIZATION

A. Structuring the Literacy Classroom

Creating an inviting classroom enviroment is an important prerequisite to learning. This is especially so for students who view unfamiliar school sites as threatening places that recall the many everyday skills which they do not know. Anything that can be done to set insecure students psychologically at ease will enhance their capacity to learn. Situating a desk so that the teacher can easily greet incoming students and send them off with an individualized farewell at the end of class is a simple but most effective device. Because literacy students often must be directed on how to focus their attention on specific subjects that are being taught, students should be seated facing away from windows; access to pencils sharpeners, water fountains and the like should also be limited.

Available wall and window space can be used to post all matter of signs (Restroom, Men, Women, Danger, One Way, etc.) to visually drill students in essential survival subjects.

Left to seat themselves, students will group with friends, often in like gender and language groups. Such clustering may create a supportive atmosphere, allowing the students to explain things to each other or to supply a word in their own language when something is unclear. Students working below the general class level will benefit from being seated near the teacher, allowing more eye contact and extra assistance.

B. Pacing of Class Time

Teachers should be sensitive to the pacing of their lessons. Instruction should be geared to the specific abilities of the students. Ideally lessons should be short, taking no more than twenty minutes. Acquiring as basic a skill as writing name and address and telephone number may take many months to master. Necessary verbal, pre-reading and writing skills are best drilled repeatedly for short segments during successive class meetings. Before students may be expected to complete a simple registration form, they must understand and discern the difference between first and last name. Lessons based on small tasks which can be completed during one class period engender a sense of accomplishment in the student as well as add to the foundation of basic skills.

C. Organization of Students' Learning Materials

Students need help in organizing the handouts which they repeatedly receive from the teacher. Rarely does one textbook address the diverse needs of literacy students. Teacher developed materials need to be processed in an orderly sequence as the students' tendency to misplace such materials is great. When students perceive that accumulated loose leaf materials form a personalized learning packet or text, interest in conserving the papers correspondingly increases.

Some methods of organizing students materials are:

1. Each student is required to have a folder identified with his/her name. Students are expected to bring accumulated materials to class daily.

2. Ring binders are acquired by individual students. Holes are pre-punched in loose leaf papers to facilitate storage.

3. Units and stories are stapled together for the students.

4. Students file flash or vocabulary cards in individual envelopes which are stored in the classroom.

D. Organization of Learning Outside of the Formal Classroom

The very classroom which, over time, becomes a warm, non-threatening, familiar environment may also tend to be separated and isolated from the real world. Students should be encouraged to put their new English skills to pragmatic use in the world around them. Strategies within the context of the school site may involve sharing examples of objects picked up on the way to class (leaves, seeds, flowers, etc.), sampling food or examining cultural objects of different nationalities within a multi-ethnic classroom. Often it is useful for the class to take a walk about the school site, visiting children's classrooms and identifying physical and natural objects on the property. Occasionally introducing students to entirely new environments challenges them to build vocabulary and stimulates the desire to communicate about new experiences.

FIELD TRIP

Concrete Learning Experiences

Tour of School Site
Supermarket
Pharmacy
A-C Transit
BART
Telephone Office
Produce Market
Fire Station
Shopping Center
Crab Cove Regional Park - Alameda
Rotary Science Center, Duck Pond,
Board House-Lake Merritt
Airport
Hospital Facility/Clinics
Police Station
Restaurant
Train Station
Estuary
KQED
Library - Asian
Voting Booth
College Campus, Peralta
and others

GENERAL CULTURAL EXPERIENCES

Pacific Gas and Electric Company (PGE)
Tribune Building
University of California
East Bay Municipal Utilities (EBMUD)
Port of Oakland
Chinatown
Museum
Knowland Zoo
City Hall
Oakland Recreation Department
Mosswood Art and Craft Center
Lawrence Hall of Science
Fairyland
Crown Beach
Chabot Planetarium
United Airlines
Courts-Municipal and
Superior Courts
Jack London Square
Kaiser Building
Assemblyman's Office
Golden Gate Park

PREVOCATIONAL-CAREER AWARENESS

A-C Transit Repair Shop
Levi Strauss
Kilpatrick's Bread
Ford Plant - Milpitas
Leslie Salt - Newark
Shasta Drinks
United Airlines
McDonalds
Alta Bates
Cookie Factory

IV. SURVIVAL/LIFE SKILLS COMPETENCIES TO BE CONSIDERED

A. Personal Data

B. Orientation

C. Health

D. Consumer Needs

E. Community Resources

IV. SURVIVAL/LIFE SKILL COMPETENCIES TO BE CONSIDERED

A. Personal Data

1. Name
2. Address
3. City
4. State
5. Zip Code
6. Telephone
7. Age
8. Birthdate
9. Married, Single, Widowed, Divorced
10. Sex: Male, Female
11. Mr. Mrs. Ms. Miss

B. Orientation - cultural, spatial, time

1. Cultural/Urban living

   a. Classroom behavior and expectations; need for punctuality.
   b. No spitting.
   c. Proper use of toilets and sinks.
   d. Cover mouth when sneezing or coughing.
   e. Proper disposal of toilet paper, paper towels and cigarette butts.

2. Spatial Orientation

   a. In the classroom -- here/there, right/left, up/down, outside/inside, upstairs/downstairs.
   b. Local places relevant to students' lives.
   c. Directions: North, South, East, West.
   d. Other geographic locations outside of Oakland.

3. Time

   a. Clock and digital time.
   b. Today, tomorrow, yesterday, now/later, next/this/last.
   c. Understand the calendar, dates, and appointments.

IV. SURVIVAL/LIFE SKILL COMPETENCIES TO BE CONSIDERED, Cont.

C. HEALTH

1. Identify parts of the body and explain what hurts.

2. Follow doctor's directions.

   a. Select and use medications.
   b. Understand correct dosage -- teaspoon vs. tablespoon, "3 x 's a day."
   c. Identify a prescription and know where to get it filled.
   d. Identify PHARMACY, HOSPITAL, EMERGENCY.

3. Identify and name health professionals -- doctor, nurse, dentist, public health nurse, secretary.

4. Know how to place emergency calls to a doctor, hospital, or ambulance - (911).

5. Identify public health facilities - Highland Hospital, Oakland Hospital, West Oakland Health Clinic, Central Clinic at 27th Street, San Antonio Community Hospital, etc.

6. Recognize facts relating to family planning. (Through a public health agency).

7. Identify proper food storage procedures -- freezer vs. refrigerator; use of containers or plastic bags to wrap meats to prevent dehydration in refrigerator.

8. Identify practices which promote cleanliness and hygiene.

   a. Show differences in soap products - laundry soap, bath soap, shampoo, dish detergent, cleanser, SOS pads, etc.

   b. Locations of and proper use of laundromat.

9. Identify clothing to be worn on cold days - long underwear, thermals, gloves, turtlenecks, scarves.

D. CONSUMER NEEDS

1. Perform simple addition and subtraction.

2. Name coins and bills.

3. Read and relate prices.

4. Compare prices and quality - know words, "cheap" and "expensive."

5. Identify names of banks and popular stores in Oakland.

6. Identify sizes and quantities (i.e., big, little, lots of, one dozen, tall, short, small, medium and large).

7. Identify clothing.

8. Identify colors.

9. Identify food stuff and meats - name common foods eaten by students .

10. Foods common in American diets,

11. Discuss basic measurement of weight (one pound - heavy, light); distance (one mile - far, near); volume (one gallon- a little, lots of),

E. COMMUNITY RESOURCES

1. Know how to use the telephone and answer and relate messages .

2. Identify places students commonly go .

3. Ask and understand simple directions.

4. Identify essential occupations - police, sponsor, welfare worker, firefighter, teacher, doctor, nurse, dentist, eligibility worker.

5. Identify vehicles used for transportation - know how to use East Bay transportation system.

6. Locate medical and health services in the community.

7. Interpret basic postal rates and types of mailing services.

8. Know where and how to obtain an international money order..

V. LEARNING TASKS AND OBJECTIVES

Learning Sequence

A. Listening Comprehension

B. Verbal Skills

C. Pre-Reading Skills

D. Introducing Writing Skills

E. Developing Reading and Writing Skills

LEARNING SEQUENCE

The transition from nonliterate to literate is a gradual, carefully paced, highly structured process based on the needs of the nonliterate student. It is vitally important for students to understand what the teacher says, means and requires of them. It is equally important for the teacher to know the needs of the students. Understanding what teacher means is not easy for nonliterate students who are required to comprehend the learning process dictated to them in a foreign culture and language. Understanding must occur before a student can speak, read or write so that exercises for speaking, reading and writing are not meaningless repetition of sounds and mindless copying of words and sentences.

According to Kathleen Kelly Beal:

> Language is learned first by listening then by speaking, reading, and finally, by writing. Research strongly suggests that the adult learner of a second language acquire the second language in ways similar to the acquisition of a first language by a child. Adults listen to a language for a long time before speaking it. Then they go through the word mimicking stage, followed by the use of phrases. Eventually they put sentences together. Each stage takes time. Some students need more time at at early stages than others. No stage can be skipped or rushed. It takes continued repetition and review of the material before the students show progress. This takes much patience on the part of the teacher.[3]

One begins the process by teaching students how to listen, follow directions and respond to verbal commands. As these skills develop we begin to establish learning patterns and standards for our students as well as intuitively seek out their needs.

A. LISTENING SKILLS

Listening alone allows the learner to hear the language and buys time to decipher the language code without the obligation of speech performance. Instead the learner can respond physically to our speech and sound patterns given in the form of commands. (See Asher in bibliography). Thus listening comprehension is developed in the early stages of literacy training to establish learning patterns and classroom standards. The nonliterate learner acquires the following abilities:

[3]Beal, Kathleen Kelly, Entry to English, Book 1., Austin: Steck-Vaughn Co., 1982. page iv.

V. LEARNING TASKS AND OBJECTIVES, cont.

1. Ability to follow directions through verbal commands and nonverbal gestures. The new student needs to understand:

be quiet	go, go to
please look	come
please listen	open/close
talk/don't talk	point to_____ relation to objects in classroom, self, and spatial orientation
read/don't read	
write/don't write	
repeat	pick up _____ objects, left/right hand
show me	put down _____
tell me	Shh! (gesture)
copy	Come here/bye (gesture)
circle	Repeat after me (gesture)
Good!/Not good	

2. Ability to respond to new nouns and verbs introduced through Asher's Total Physical Response Method. The student is kept physically involved in language acquisition. Sample verbs might be:

stand	eat	with noun objects added gradually
sit	drink	
move over	chew	
turn around	hit	
touch	rub	
point to	scratch	
give	count	
take	wash	
push/pull	hang	

3. Ability to discriminate sound differences: 16 and 60; B and D; pen and pan,

4. Recognition of numbers 1-12 (later 1-20; 20-100; 1-1,000) Understand and respond to numbers by picking up:

   a. Three (3)-fingers when teacher says "three."
   b. Flash cards with correct number of objects.
   c. Flash cards with correct number.

5. Ability to recognize BLOCK letters of the alphabet: Aurally and written.

   a. Hold up flash card with the correct letter.
   b. Identify correct letter as teacher dictates.

B. VERBAL SKILLS

Verbal skills develop only as understanding unfolds. Acquisition of skills is through demonstrable tasks where students are involved physically, hearing and speaking new and old words often through the repetition of meaningful activities. In the beginning, verbal activity may be at an imitative stage and for some older adults speaking ability won't appear for many months.

Literacy students transfer what they hear and say into reading ability. Good pronunciation is helpful in communicating not only needs and desires but it is also important to nonliterate learners in acquiring reading skills. While it is not necessary to speak a language in order to read it, pronunciation problems can transfer to reading. For good pronunciation, Neighborhood Centers ESL instructor Contee Seely suggests a student must 1) hear all the sounds well, 2) get the right mouth position, 3) speak slowly enough to get the right positions, and 4) practice the words and sentences enough. (See Bibliography: Seely).

Verbal Skills Areas: Identify and Name

SUBJECT	VOCABULARY	PHRASES
1. Orientation to classroom.	bathroom, home, school, office, outside/inside, teacher/student, light, heater, pencil, book, chair, table, board	Where is _____? over here over there What is it? It's a _____?
2. Self and nuclear family members.	name, my mother, my father, my children, son, daughter, sister, brother, friend	What's your name? My name is _____. Who is this? This is my _____.
3. Pronouns.	I, you, he, she, it we, they, it	I am, you are, he is they are, we are, it is.
4. States of mind and health.	fine/sick, happy/sad, hot/cold, shy/not shy, tired, homesick, scared, not _____	I am cold. Are you homesick? Yes, I am No, I'm not.

continued on next page ...

SUBJECT	VOCABULARY	PHRASES
5. Lack of understanding.		I don't understand. I don't know.
6. Excuses.		I can't come to school. (tomorrow) I forgot. I'm sorry/Excuse me. I can't see. I can't hear. Can you see? Yes, I can. No, I can't.
7. Places of student origin.	Laos, Cambodia(Kampuchea) Mainland China, Vietnam, etc.	Where are you from? I'm from _____.
8. Greetings, responses and leave-takings.		Hello, hi, good morning, good-bye, excuse me, never mind, that's OK, no problem, don't worry.
9. Parts of the body. Tell what hurts.	head, teeth, eye, ears, body, arm, legs, stomach, hand, fingers, toes, feet, nose, throat, bones; cough, sore throat, fever, headache, broken arm, stomach ache, diarrhea	What's the matter? My head hurts. I have (a) _____.
10. Professions & others.	Doctor, nurse, dentist, teacher, welfare worker, sponsor, neighbor, police, mailman, landlord lady, secretary, boss, friend	I see my _____.
11. Places, locations in Oakland.	Downtown, Chinatown, welfare office, Highland Hospital, Lucky Market Food Barn, Housewives Market, Bank of America, Alameda Flea Market, post office, Central Clinic, pharmacy, temple, Wells Fargo Bank, laundromat, home, West Oakland, East Oakland, etc.	Where are you going? I'm going to _____.
12. Days of the week.	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; today, tomorrow, yesterday	What day is today? Today is _____.
13. Months of the year.	January to December	
14. Weather.	Rain, sun, wind, fog, snow	It's sunny today. It's raining today. It's a nice day.
15. Numbers 1-12. Count and eventually compute. Later 1-20; 20-1000.	one, two, three, four, five, six, seven, eight, nine, ten, etc.	

VERBAL SKILLS AREAS: Identify & Name

SUBJECT	VOCABULARY	PHRASES
16. Coins and bills.	Dime, nickle, penny, quarter, half dollar, dollar bill	Do you have change for a _____? Yes, I do. No, I don't. How much? $ .39
17. Time. Clock and digital time.	12:00, 12:30	What time is it? It's 12:30.
18. Aspects of the day.	morning, noon, afternoon, evening, night breakfast, lunch, dinner	When? I eat _____. Did you eat lunch? Yes. No, not yet.
19. Primary colors.	red, blue, yellow, green, orange, purple, brown, black, white, pink, etc.	What color is it? It's a blue jacket.
20. Clothing.	cap, jacket, pants, shoes shirt, sarong, socks, bag, wallet, umbrella	What's the matter? I forgot my jacket.
21. Dates.	January 10, 1981	What's the date? What's your birthdate?
22. Food.	water, tea, juice, rice, vegetables, fruit, chicken, pork, fish, garlic, oil, salt, sugar, msg, noodles, ginger	like Do you need chicken? want have Yes, I do. No, I don't.
23. Grocery items.	toilet paper, light bulbs, shampoo, laundry detergent, kleenex, sanitary pads, Tylenol, aspirin, bath soap	I need toilet paper.
24. Household items and furniture.	big, little bed, sofa, telephone, bookcase, chair, table, lamp, radio cassette Kitchen, stove, oven, rice cooker, refrigerator, broom, mop, iron, washer, dryer, towel, soap Toilet, bathtub, shower, heater, drain pipe, faucet, sink, toothpaste, toothbrush, shampoo, Ajax	I (don't) have a _____. _____ is broken. Please fix it. I need _____.

SUBJECT	VOCABULARY	PHRASES
25. Transportation .	car, bus, BART, airplane, motorcycle, bicycle	I take _____. I go by _____.
26. Nature .	seeds, plants, vegetables, garden, rocks, sky, sun, clouds, stars, mountains, trees, animals, flowers, yard, backyard, grass	I want to grow a vegetable garden.
27. Tools.	hammer, knife, boards, nails, screwdriver, tape, lawn mower, hoe, shovel	Give me _____. Can I borrow your _____? Yes, I can. No, I can't.
28. Child care .	baby, children, girl, boy, stay home, take care of, old, young, change diapers, feed, play, help,	I stay home. - take care of - feed - change diapers - play with - help - nurse the baby
29. Personal data .	name, address, telephone, age, wife's/husband's name, zip code, etc.	What's your name? What's your _____? Are you married? single, widowed.

V. LEARNING TASKS AND OBJECTIVES, cont.

Continue to reinforce essential verbs daily in classroom through the use of physical involvement. Some important action verbs in our lives are:

eat	cook	pick up
go	shop	listen/hear
come	buy	talk/say
drink	take	read
sleep	get	write
see	give	understand/know
love	look for	move
don't like	find	wash
keep	forget (forgot)	have
bring	remember	want
kill	drive	drop
die	feed	put
take care of	stay home	

V. LEARNING TASKS AND OBJECTIVES, cont.

C. PREREADING SKILLS

Visual discrimination and patterning skills must be developed in the nonliterate learner to ensure a smooth transition into reading and writing. Nonliterate learners need to learn how to orient themselves to the written page. Many of the prereading skills go hand in hand with the development of writing skills. During this prereading period teachers should observe in their students:

1. Motor Skills

   a. Gross motor control - How do students move? Do both hands swing freely? Observe posture and special akwardness in carriage.

   b. Fine motor control - How does student hold a pencil or position it in his hand?

2. General health - Does student have vision (need bifocals), hearing or teeth problems?

3. Visual discrimination - identify "same," "not same," "different."

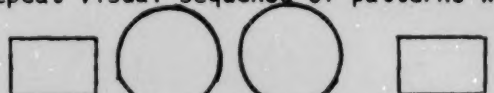
   a. Recognize that pictures represent a real object or thing.
   b. Match pictures or objects that are alike.
   c. Pick one thing not like the others in a group of 3 or 4 items.
   d. Discern differences in size and direction.

s s s s S s s

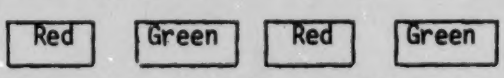
L L L J L L L

4. Patterning

   a. Repeat visual sequence of patterns when shown.



   b. Repeat sequence of colors when shown.



   c. Auditory comprehension of rhythemic patterns tapped out by instructor and repeated by students.

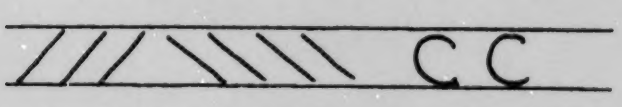
5. Directionality. Left to right progression.

6. Number recognition.

7. Letter recognition. Beginning with BLOCK letters, then lower case.

D. INTRODUCTORY WRITING SKILLS

1. Teach students how to hold a pencil. (Some folks are left-handed). Teach stroke patterns.



*See Activities and Lesson Plans

2. Orient student to the written page.

   a. Teach top, bottom, right/left side, in the middle, corner .
   b. Demonstrate left to right orientation. (Directionality)

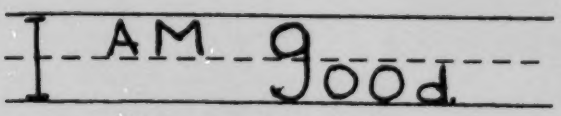
      Student places finger or pencil on the X and moves over dotted line,moving left to right,then begins again in second row below, left side.

Begin: X _

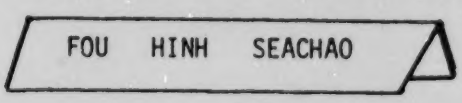
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ End.

   c. Demonstrate linear orientation. Student should be able to write on the line.



3. Show student how to write his/her own name. Use BLOCK LETTERS indicating first and last names. Prepare name cards before class. Students choose own name cards as they arrive and practice copying it daily until mastered. Teach name in lower case letters later. (Often for an older nonliterate adult it may take many months to master the correct sequence of letters in a name. This matter is complicated by I-94 forms which do not spell names correctly in the first instance.)



When student has mastered block letters, write name again in lower case on the reverse side. Practice daily.

V. LEARNING TASKS AND OBJECTIVES, cont.

4. Teach letters of the alphabet. Begin with upper case letters.

   a. Practice writing letters in the air, using large arm movements.

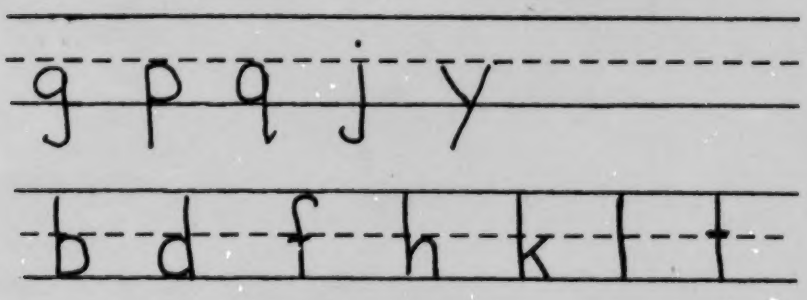
   b. Show correct sequence of writing strokes beginning at the top.

   c. Introduce 2 or 3 letters a day if writing seems difficult for students.

   d. Eventually students will write entire alphabetical sequence at one sitting. (BLOCK letters)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

   e. Demonstrate how lower case letters are written. Indicate which letters hang below the line and which have stems that go up.



   f. Eventually students will write entire alphabetical sequence in lower case.

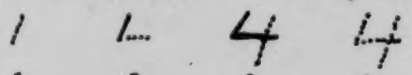
a b c d e f g h i j k l m n o p q r s t u v w x y z

   g. Learning to write letters may come before auditory comprehension and letter-sound recognition is mastered. Writing may help learner to reinforce skills not quite mastered.

5. Teach numbers in relation to counting.

   a. Practice writing in the air.

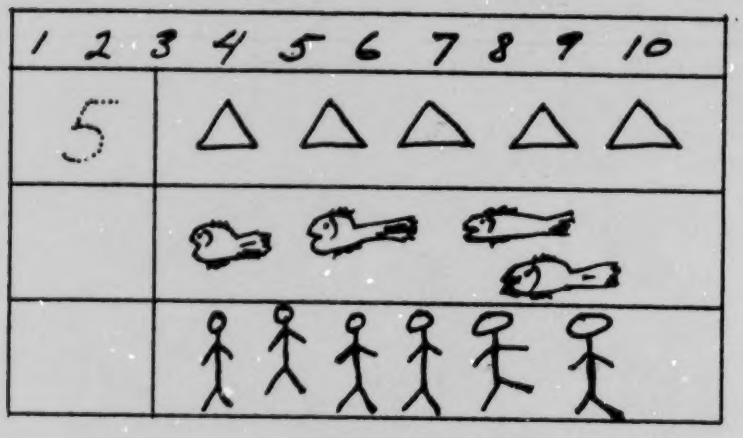
   b. Show correct sequence of writing strokes.



1. 2. 3. 4.

   c. Write numbers in order 1-12; 1-20; 1-1000

   d. Write numbers that correspond to number of objects indicated.



E. DEVELOPMENT OF READING AND WRITING SKILLS

Mindful of the learning sequence, the teacher realizes that transition from speaking to reading and writing is clearly a critical threshold for the literacy student. Listening comprehension and verbal skills feel comfortable at this stage and the tasks of reading and writing come naturally into focus. Students begin to recognize a number of sight words at this point, are able to copy accurately, have a sense of simple sentence structure, and are acquainted with letter-sound relationship. Grammar is not taught at this level. Students are assisted in attaining the following skills:

V. LEARNING TASKS AND OBJECTIVES, cont.

1. Read, write and understand difference between upper and lower case letters.

2. Read and write numbers (1-10; 1-20; 1-100; 1-1000).

   a. Sequence - (find pages in a book). What number "comes before," "goes after," ___19, ___ 20, 32 ___, 100 ___.

   b. Value - read and relate prices; perform simple addition and subtraction, give change.

   c. Dictate and write dates, (appointment dates, birth-dates, etc.) -- understand abbreviations(1-1-83 = January 1, 1983).

   d. Digital time (10:30).

   e. Auditory discrimination (I take #15 bus vs. I take #50 bus).

   f. Copy - dictate - recall:
      - house numbers
      - telephone numbers
      - age
      - prices
      - 911
      - zip code

3. Recognize signs:

RESTROOMS	FIRE ESCAPE	ON/OFF
WOMEN/MEN	KEEP OUT	HOT/COLD
GIRLS/BOYS	DO NOT ENTER	BANK
CLOSED/OPEN	NO TRESPASSING	OFFICE
NO SMOKING	OUT OF ORDER	POST OFFICE
WALK/DON'T WALK	FOR SALE	ONE WAY
CAUTION - DANGER	FOR RENT	
STOP	TELEPHONE	
ENTER/EXIT	HOSPITAL	
FIRE	PHARMACY	

4. Spell own name.

5. Recognize sight words (in addition to signs).

   a. Words requesting personal data (NAME, ADDRESS, CITY, STATE, ZIP CODE, TELEPHONE, SEX, MARRIED, SINGLE, WIDOWED, DIVORCED, BIRTHDATE, etc.).

   b. Dolch words.

   c. Classroom objects which have been labeled.

   d. High frequency words, i.e., the, and, at, a, an, but, of.

6. Recognize letter-sound relationship (phonomes). Teach easy, reliable consonants first, the more difficult or less reliable consonants later. Long and short vowels. Digraphs and consonants blends.

   Not all students learn to read using strictly one method. Teaching a combination of whole word, syllable and phonic methods with additional time spent on sound-symbol correspondence for difficult words may be a way of attacking reading needs at the single word stage.

   Students become good readers if they practice a lot and feel they are improving through carefully sequenced reading material.

7. Know the difference between letter, number, word, and sentence. Understand what teacher means by question vs. answer.

8. Can copy words and sentences.

9. Understand punctuation. Period (.) and question mark (?).

V. LEARNING TASKS AND OBJECTIVES, cont.

10. Read short text or teacher made primers; based on the following premises: (See Bibliography: Batchelor, Weiss and Wigfield)

    a. Subject matter is of high interest.
    b. Text is brief (4 to 6 sentences).
    c. Simple sentence structure, S.V.O.
    d. Repetitive.
    e. Use of expanded sentences.
    f. Use of subtitution.

11. Understand word order (syntax). Use the following procedures:

    a. Cloze procedure: (every "n, t, h," is deleted from text).

        1. Missing word is copied from original text.
        2. Missing word is listed at end of reading passage.

    b. Unscramble sentence.

want pen I a

    c. "Silent Way" reading and/or dictation drills. (See Bibliography: Gattegno and Perspectives, p.53).

12. Language experience skills - student builds own reading text material from own experiences - reflecting student's familiar vocabulary and own natural speech.

VI. CLASSROOM ACTIVITIES

A. Lesson Plans

B. Worksheets and Other Activities

A. LESSON PLANS

TOPIC: Verbal Skills - Geography

GOAL: To develop previously learned concept of direction to the new environment.

MATERIALS: Name cards of cities around the Bay Area.
Name cards of directions - North, South, East, West.

PROCEDURE:

1. Students learn the names of principal Bay Area cities and their spatial relationships to one another. If students had learned to recognize the names of Bay Area cities by sight and had understood the concept and vocabulary of "North, South, East West," the teacher could tack cards with the names or the cities to the appropriate place on the wall ("San Francisco ", for example,would be tacked to the west wall of the classroom.) The students on call perform, then read, and then write as a cloze exercise the following:

   A: You are in Oakland. Go West to San Francisco.

   B:

   A: Where are you going?

   B: I'm going west to San Francisco.

   A: Where is San Francisco?

   B: San Francisco is west of Oakland.

Format: Using the familiar to introduce the unfamiliar is always good pedagogy. For literacy students, it is essential. A good rule of thumb is to present new subject matter in a familiar format and to present a new format with familiar material.

CONTRIBUTOR: Nicole Heare

A. LESSON PLANS

TOPIC: Number Grid

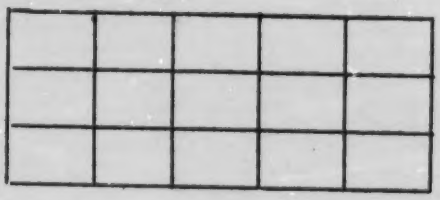
GOAL: To teach auditory discrimination and dictation skills and open up communication between students.

MATERIALS: Make up blank grid sheets. Make up two (2) different number sheets (one for student A) (one for student B).

Number Sheet

1	3	7	9	4
8	2	1	0	10
7	5	2	3	1

Grid Sheet



PROCEDURE:

1. Divide students into pairs.
2. Student A reads out numbers to Student B who writes them down. Left to right progression needs to be indicated.
3. Students check and correct their work together to identify errors in comprehension, dictation, and writing.
4. Reverse process.
5. Students need to communicate if they want listener to write across or down. Beginners are encouraged to use left to right.

CONTRIBUTOR: Sonia Callahan

A. LESSON PLANS

TOPIC: Verbal Skills

GOAL: To ask a simple question: "Is it _____?"

MATERIALS: Choice of alphabet cards, real objects such as articles of clothing, food items, money, or items written on the board.

PROCEDURE:

1. Selects items or write the numbers/letters/words on the board.
2. Teach structure of simple question, "Is it _____?"
   and its response, "Yes, it is/No, it isn't."
3. A volunteer student can silently choose an item or number/letter/word. He/she indicates his choice to the teacher.
4. Rest of the class tries to guess what item or number/letter/word the volunteer student selected by asking, "Is it _____?" Volunteer student must answer, "Yes, it is" or "No, it isn't."
5. Process continues until correct item is picked.

_____ _____ _____ _____ _____

CONTRIBUTOR: Evelyn Gong

A. LESSON PLANS

TOPIC: Verbal Skills

GOAL: To develop verbal skills through comprehension.

MATERIALS: Classroom objects: pen, pencil, paper, book, chair.

PROCEDURE:

1. Use total physical response method after learning names of classroom objects. Teacher is "A" -- Student is "B"

   A: Pick up your book.
   B:

   A: What did you do?
   B: I picked up my book.

2. Extend to: I picked up my son from the school or doctor.

GOAL: To develop survival skills -- getting a transfer from the bus driver.

MATERIALS: A bus transfer.

PROCEDURE:

1. After role-playing the following dialogue, saying what needs to be said to get the transaction done, students would "read" from a piece of paper while carrying-out the transaction (getting a transfer on a bus).

   A: Transfer please.
   B: Here you are.

   A: Thank you.
   B: You're welcome.

CONTRIBUTOR: Nicole Heare

TOPIC: Verbal Skills

GOAL: To develop reporting skills.
To teach place and locations.

REQUIRED VOCABULARY: Today, yesterday.

MATERIALS: "Around the World with Pictures." Take out pictures of locations; i.e., bank, school, home, hospital and pictures of doctor, dentist.

PROCEDURE:

Monday: Teach names of pictures.

Tuesday: Review names of pictures. Place pictures around the room in different places. Demonstrate: Teacher walks to the picture of doctor. Goes back to desk. Teacher says: "I went to the doctor." Repeat with other pictures. Teacher asks Students to walk to the doctor, etc. Student says: "I went to the doctor."

Wednesday: Review Tuesday's commands. Teacher adding question: "Did you go to the doctor?" Student answers: "I went to the doctor." Repeat with all students.

Thursday: Review Wednesday's commands with questions and answers. Teacher adding questions: "Where did you go?" Repeat with all students.

Friday: Review Thursday's commands with questions and answers. Teacher varying with, "Did you go to _____?"

CONTRIBUTOR: Noeline Tam

TOPIC: Verbal Skills

GOAL: To develop reporting skills.

REQUIRED VOCABULARY: Today, yesterday, names of places, i.e, bank, home, hospital and doctor and dentist; names of family relationship.

MATERIALS: "Around the World with Pictures"
Pictures of places and locations
Pictures of fruits
Alphabet cards

PROCEDURES: One (1) week.

Monday: Introduce names of fruits (or use alphabet cards).

Tuesday: Review names of fruits. Place fruits on chalk board or teacher's desk. Have student come and take a picture. Have students say, "I took an apple." Repeat with all students.

Wednesday: Review with the pictures and student's statement, "I took _____."

Thursday: Review of family relationship. Ask students to draw simple pictures of family members or just write the word son, daughter, baby on pieces of paper. Place pictures of places around the room. Teacher demonstrate: Take the picture of son to picture of doctor. Teacher says: I took my son to the doctor. Have students do the same above from teacher command. Repeat with all students.

Friday: Review Thursday's activities. Teacher can add, "I took my son and went to the doctor yesterday.

CONTRIBUTOR: Noeline Tam

TOPIC: Pre-Reading

GOAL: To identify letters of the alphabets.
To develop memory.

MATERIALS: 1. Make two (2) sets of lower case printed letters and two(2) sets of upper case printed letters.

2. Pocket Charts.

PROCEDURES:

1. Students to match L-L, U-U, or L-U (you don't need to use complete set all at once).

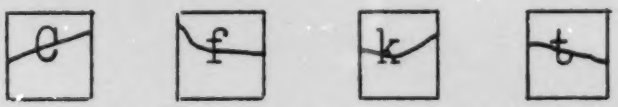
2. Students play CONCENTRATION with them (need pocket chart).

3. Students play MEMORY with cards (2 matching sets).

   a. Lay cards facing down individually in even rows.
   b. Each student takes a turn picking up 2 cards -- if they match, he/she holds on to the cards; if they don't match he/she puts them back in their original places (the cards are opened for everyone to see).
   c. Student with the most cards in his/her hand at the end wins?????

4. Students can also use these as flashcards to quiz each other.

5. Write letters of the alphabet on cards an cut into 2 pieces.



Students need to piece letter back together and name the letter.

CONTRIBUTOR: Evelyn Gong

TOPIC: Phonics Skills

GOAL: To learn sounds of the 26 letters of the alphabet .

MATERIALS: A box of Alphabet Poster Cards - by Milton Bradley

PROCEDURE: A. Recite, read and write 5 letters a day.

1. Write capital and small letters

B. Recite 5 letters a day with their individual sounds

1. A $\bar{a}$ $\breve{a}$, B buk, C kuh, sss, D duh, E $\bar{e}$ $\breve{e}$,
2. F fuh, G guh, juh, H huh, I $\bar{i}$ $\breve{i}$, J juh,
3. K kuh, L luh, M muh, N nuh, O $\bar{o}$ $\breve{o}$
4. P puh, Q koowah, W woo, X kss, Y yuh, $\bar{i}$ $\breve{i}$, Z zzz.

CONTRIBUTOR: Mary Soo-Hoo

TOPIC: Phonics Skills

GOAL: To learn to put beginning consonants with vowels and final consonants together to form words.

MATERIALS: Skill Book 1 and 2 - by Laubach, Kirk, Lauback.
Alphabet Poster Cards - by Milton Bradley.

PROCEDURE: A. Use the box of Alphabet Poster Card. The letter sounds are blended to form words and to teach left to right.

1. Do two (2) cards a day.

a. Long ā and short ă: tāble, cāke; căt, căn, lămp

2. Continue until all cards are done.

B. Use Skill Book 1 then 2.

1. One reader emphasizes the vowels.
2. The other emphasizes the consonants.

CONTRIBUTOR: Mary Soo-Hoo

TOPIC: Visual

GOAL: Visual discrimination.

MATERIALS: Ditto sheets of words or letters (see below).

PROCEDURE: 1. Look for letter _____ on your paper.
2. Circle the letter.

GOAL: Identify Blends,

PROCEDURE: Students are given a sample word containing a particular letter, blend, diagraph, or phonogram in an initial or ending position. They are then asked to scan lists of words and identify and circle the word part when they see it.

EXAMPLE: (sh)ip

chin shop sat shop
shall chest shin
stop chip fish

OTHER IDEAS:

1. Matching pictures of objects with real objects (student puts picture of "pen" next to a real pen).
2. Finding hidden objects in pictures
3. Scanning puzzle

Find Your Lunch

t	e	a	r	v	b	n
z	b	v	i	q	w	i
c	h	i	c	k	e	n
d	x	p	e	a	r	b

4. Matching written minimal pairs with corresponding pictures; student puts card saying "pen" next to picture of "pen" card saying "pan" next to picture of "pan."

CONTRIBUTOR: Nicole Heare

TOPIC: Phonics and Vocabulary Development

GOAL: To help students identify new word.
To teach phonics reinforcement through the use of "Easy Aids" pictures.

MATERIALS: Easy Aides Master Dittos.

PROCEDURE:

1. Write four (4) consonants on the board. Review sounds. Leave on board.
2. Review vowel sounds. Erase.
3. Select words from Easy-Aide lesson, using the consonant and vowel sounds just reviewed.
4. Ask students to give you the sound of the first letter. Make distinction between sound and letter. (If more advanced ask students to identify final sound.)
5. Then write word for them to copy.
6. Dictate - let students write sounds they hear.
7. Then let students say the new words to you. You write them on the board.
8. Have students check their work against board.

CONTRIBUTOR: Sonia Callahan

TOPIC: Auditory - Corresponding sounds

GOAL: To listen and correspond the sounds to letter or blends.

MATERIALS: Ditto sheets for students or pictures drawn on the board.

PROCEDURE: Students are shown pictures of familiar objects and asked to match letters representing initial or ending sounds with the picture. This can be done as a cloze exercise also. Here medial sounds can also be emphasized.

Letter - Sound Correspondences

Focus on sounds in whole words as opposed to sounds in isolation. Use words familiar to the students when introducing new correspondances. Try to relate those words, wherever possible, to familiar expressions or commands.

Students are given charts of consonants, blends, or digraphs at their desks. Teacher pronounces words and students point to letters representing initial (or ending) sounds they hear.

Teacher projects an overhead transparency - displaying groups of consonants, blends, or digraphs. Individual students come up and point to letters representing initial (or ending) sounds while teacher pronounces words. In another variation, the teacher shows flash cards to seated students and has them read the word aloud while the student at the front of the room points to the letters on the transparency (or large chart). Students can also flash the cards to each other while the teacher listens and points to the letter.

CONTRIBUTOR: Vivian Shapiro

TOPIC: Auditory - Corresponding Skills

GOAL: To develop listening skills of initial and final consonants.

MATERIALS: Ditto sheets of letters or letters written on the board.

PROCEDURE:

1. Pointing to letter representing initial or final consonant sounds (teacher says "cup" students point to the "p" on their ditto sheets or on the board; teacher says "cut," students point to the "t."

2. Pointing to letters, blends, and clusters placed on a ditto sheet or on the board in random order (same procedure as above).

3. Substituting initial or final consonants to spell or read phonetically regular words (teacher puts "can" on the board, asks students to read "can" and then spell "fan" later; students read the columns of words).

   Teacher dictates words while students fill in missing letters.

   EXAMPLE: Teacher reads: stop, begin, look

   sto___

   begi ___

   loo

CONTRIBUTOR: Vivian Shapiro

TOPIC: Auditory - Corresponding Skills

GOAL: To develop auditory discrimination.

MATERIALS: Pictures representing minimal pair objects.

PROCEDURES:

1. Pointing to pictures representing minimal pair objects (point to the "pan," point to the "pen.")

2. Responding "same" or "different" (teacher says "pen, pen," students say "same," teacher says "pan-pen," students say "different.")

3. Identifying the different word in a series of three words (teacher says,"Pan, pan, pen." students say "three").

4. Identifying the letter that represents a given sound (teacher says the sound for "v" or a word beginning with "v," students point to the"V" on the board or on their worksheets).

CONTRIBUTOR: Vivian Shapiro

TOPIC: Reading

GOAL: To identify picture objects, letters and sentence patterns.

MATERIALS:

Pictures of objects or pictured worksheets and word identification.

Letter index/poster cards worksheets for individual students.

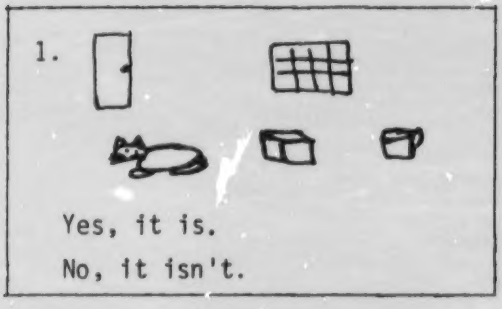
PROCEDURE:

1. Example for an exercise sheet:

   Teacher: "It's a door." or "Is it a door?" "b"

   Student Response:

   a. points to real object or picture;
   b. circles item, letter, words, or sounds when dictated by teacher.



1.	b	d	a	g
2.	c	g	q	p
3.	h	b	n	d

2. Make flash cards of survival sight words to be reviewed daily.

FIRST NAME	LAST NAME	ADDRESS	DANGER

CONTRIBUTOR: Evelyn Gong

TOPIC: Reading and Writing

GOAL: To learn alphabetical sequence.
To learn number sequence.

MATERIALS: Dittoed worksheets. Examples below:

a b __ d e f __ h i j __ l m etc.

1 2 __ 3 4 5 __ 6 7 8 __ 9 10 etc.

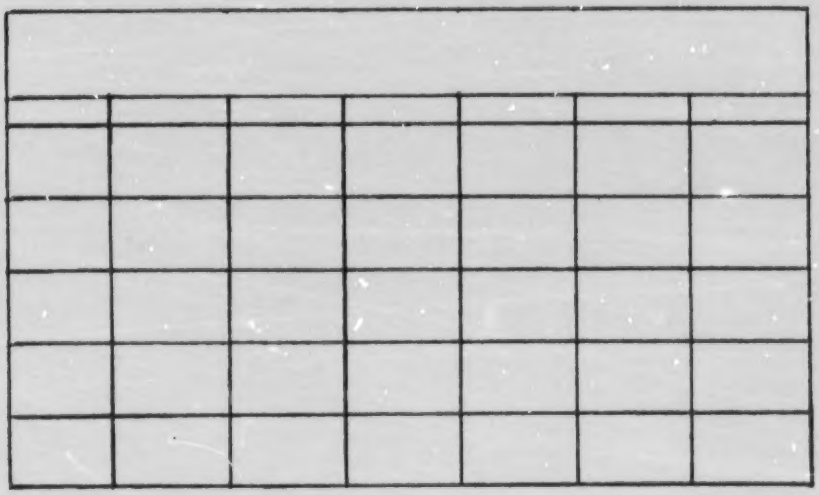
CONTRIBUTOR: Evelyn Gong

GOAL: To learn number sequence and day of the week and gradually months of the year.

MATERIALS: Dittoed worksheets -- Example below:

PROCEDURE:

1. Make blank calendars to be filled in every month.
2. Talk about holidays and plan class activities together.
3. Ask what was last month? What is this month?



CONTRIBUTOR: Catherine Crystal

TOPIC: Reading

GOAL: To develop sight vocabulary.
To develop verbalizing a sentence from context clues using sight vocabulary.
To develop reading or pictures sentence formation using sight vocabulary.

MATERIALS: Flash cards of sight vocabulary words or words written on the board.

PROCEDURE:

Sight Vocabulary

1. Reading groups of related sight words. (If the class is studying "transportation," teacher puts words like "fare," "transfer," and "bus-driver" up on the bulletin board.)

Using Situation or Context Clues for Word Recognition

1. Performing already learned physical response exercises while reading from a paper.

2. Reading one word on a flash card the teacher holds up while speaking the other words in a sentence. (The flash card words are given in caps, the other words are spoken by the teacher. Students read the flash card word, then say the whole sentence).

The SUN is hot today.
I need a FAN.

3. Rebus reading.

4. Reading sentences from words placed on board in random order.

to you going
to are I'm
the where
board

(After a physical response exercise with "Go to the Board. "Where are you going?" "I'm going to the board.", teacher points to individual words for students to read, then taps out the whole utterance. Students read.)

5. Writing dictations with words on the board in random order. (The board arrangement is the same as shown in activity 4. Students read the words to write the sentences dictated by the teacher. This is a good spur to reading, writing and understanding English sentence structure.)

CONTRIBUTOR: Nicole Heare

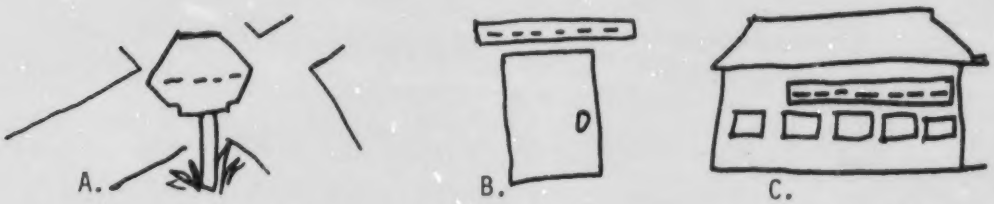
TOPIC: Verbal, Reading and Writing Skills

GOAL: To recognize signs.
To recognize and relate location of signs.
To ask what they say.

MATERIALS: Pictures of blank signs.

PROCEDURES:

1. Teacher prepares a "sign" worksheet. Draw a picture of signs found in the neighborhood. Leave the words out. EXAMPLE:



2. Take a walk with your students into school yard or neighborhood to look for the signs.

3. Find a sign and say:

    Teacher: "Here is a sign?"
    Student: "What does it say?"
    Teacher: "It says, 'Prescott School'."

    Now everyone copies "Prescott School" into their "sign" worksheets. Meanwhile, teacher asks: "What is the first letter in Prescott?" "How many letters in Prescott?" "What does the first letter 'P' sound like?", etc.

    If class is catching on -- continue to ask location of the sign.

    Teacher: "Where is the sign?"
    Student: "On the building."

4. Go on to the next sign.

5. Return completed "sign" worksheets to the classroom to be used as a reading text.

CONTRIBUTOR: Catherine Crystal

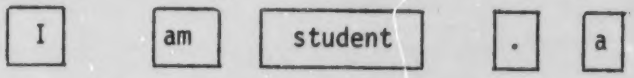
TOPIC: Reading

GOAL: Reading and Word order of a sentence.

MATERIALS: Index/poster cards.
Pocket chart (helpful).

PROCEDURES:

1. Write each individual word of a sentence (statement or question) on a card, including punctuation marks.

   EXAMPLE: 

2. Prepare many simple sentences, enough for each student in the class. Simple questions can also be used. Organization:

   A. Color code sentences.
   B. Temporarily staple sentence and re-staple sentence together at beginning and end of exercise.
   C. Place words of each sentence in individual envelopes.

3. Give each student a sentence pack. Students put the cards ino into the correct order -- students read sentence and if it is a question, ask them to answer it.

4. Have students copy the correct sentence or answer as extra reinforcement.

CONTRIBUTOR: Evelyn Gong

TOPIC: Reading

GOAL: To develop reading skills using context clues.

MATERIALS: Overheads and dittos with pictures such as those in The Vocabulary Builder.

PROCEDURES:

Letter Word, and Sentence Formation Skills

1. Moving in direction of letters that present directional problems (teacher says "B," students point and bend to right, teacher says, "d" students point and bend to left).

2. Tracing letters in the air or on paper.

3. Board or paper rebus writing (students substitute _____ words for pictorial representations of words in sentences).

(Foo Hin) is sitting in his

Context Clues

Use overheads and dittos with groups of pictures such as those in The Vocabulary Builder. Describe an object and have students call out the number of the picture or come up and point to it. When students are familiar with the vocabulary, they can respond to oral descriptions with the word. They then match the written vocabulary words to the pictures on their own dittos. Students direct each other to point to various items.

Once students are familiar with the names of the items, they can complete cloze sentences spoken by the teacher. For example, on the ditto picturing household furnishings, the teacher says: "I sleep in a . . ." Students respond with "bed." Later, dittos are put away and students are given a choice of written words to complete the cloze sentences with. Another day, the process is repeated with written cloze sentences.

CONTRIBUTOR: Nicole Heare

TOPIC: Reading

GOAL: To develop reading skills through phonograms.

MATERIALS: Write words on chalkboard.

PROCEDURE:

Phonograms

When introducing a phonogram or common syllable, start with words already in student's sight vocabulary. For example, begin with the word clock. Ask students to identify the letters that sound like "ock," and then the letters that sound like "cl." Then ask the students to read the word parts, and finally,the whole word. Repeat the process with other words containing "ock," such as "block," "blocking," "shock," "smock," "ocker," In subsequent drills, ask students to pronounce other unfamiliar words containing the same cluster.

CONTRIBUTOR: Vivian Shapiro

READING AND WRITING

TOPIC: Reading and Writing - Student dictionaries.

GOAL: To teach alphabetical sequence and order.

To keep a personal file of students' own vocabulary words.

To reinforce reading skills.

To review phonics.

MATERIALS: Small spiral notebooks or student composition books for each student.

PROCEDURE:

1. Direct student to write a title (My Dictionary) on the book.
2. On the first page, write the entire alphabet in upper and lower case letters.
3. On the top of the following pages direct students to write a letter of the alphabet (include separate pages for ch, sh, th, wh).
4. New vocabulary words can be added to the dictionary once a week or at the completion of a successful lesson.
5. Ask students to draw pictures illustrating their vocabulary words.

CONTRIBUTOR: Catherine Crystal

TOPIC: Reading, Writing, Auditory Comprehension, Verbal Fluency

GOAL: To teach signs, introduce sight words, teach right and left orientation.

MATERIALS: Chalkboard, flash cards which say "left" and "right" and paper or cardboard arrow.

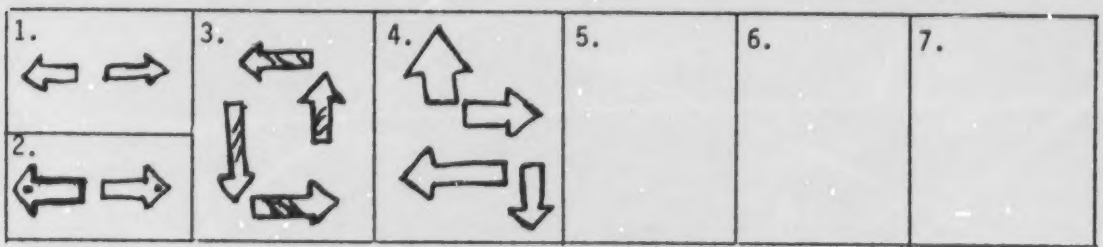
Prior to teaching the written words "left" and "right," teacher must teach the concept. Lesson examples:

1. Teacher says and demonstrates:
   a. Hold up your left/right hand. (left foot/right foot)
   b. Touch your right/left ear. (knee, foot, shoulder, cheek)
   c. Wiggle the fingers of your right/left hand. (toes of right/left foot)
   d. Look to the left/right.
   e. Stand up. Turn to the right/left.
2. Take students outside and have them walk to the right/left.
3. Have them place something on the right or left side of a table.
4. Have students walk to the door (windown, chalkboard, book) on the right or left side of the classroom.

Procedure for teaching sight words and signs: Five Lessons

1. Draw two arrows on the board.
   Say and point: "This arrow is pointing to the right/left.
   They repeat.
   Hold up flash card arrows. Repeat.

Sample Ditto #1. Auditory Comprehension. Teacher directs students to



circle the arrow pointing left/right. #5-7: Teacher directs students to draw an arrow pointing left or right.

(continued on next page)

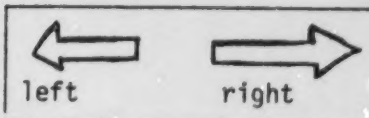
Write right and left above chalkbord arrows. Repeat for pronunciation. Have students write the words and draw arrows beneath. Have them copy the words five times each.

Sample ditto #2

COPY:

LEFT
left
RIGHT
right

Sample ditto #3. Teacher directs students to draw an arrow pointing to

 left right	1.	2.	3.	4.

the left or right, and write left or right beneath it.

Sample ditto #4. Teacher directs students to circle either right or left in each box.

1. left right	2. right left	3. RIGHT LEFT	4. left RIGHT	5. right Left

Sample ditto #5. Teacher directs students to write either left or right in each box.

1.	2.	3.	4.	5.

CONTRIBUTOR: Linda Nicolson

TOPIC: To improve reading skills of beginning literacy students by making reading relevant to personal experience and reinforcing link between speech and writing.

TASKS: Class activity to transform oral story of a student experience into a simple written story they can read.

PROCEDURE:

1. Elicit from one or two students a simple description of something they have done recently. Example:

   "I went to San Francisco. I took the BART train. It cost $2.25. I went to Golden Gate Park. It was fun."

2. Insure class participation by getting listening comprehension feedback. Example:

   "What did she do?"
   "She went to San Francisco."

3. Ask the story teller to spell her name. Write it on the chalkboard. Say "This is Seng Lin's story."

4. Ask the class again,"What did Seng Lin do?" Repeat the answer several times. Write the sentence on the board. Get help in spelling from students. Have them sound out and spell unfamiliar words (which should be kept to a minimum but can be introducted, especially, if they are key content words). Punctuate the sentence. Point out capital letter and period.

5. Have class read sentence.

6. Proceed in like manner to record 4 or 5 line story, sentence by sentence.

7. Have students read story aloud several times.

8. Students will want to copy story.

9. In another class session, after they have forgotten the word and sentence sequence, write the words from the story randomly on chalkboard. Point to them in order of story and see if students can read.

CONTRIBUTOR: Linda Moyer

TOPIC: Reading

GOAL: Identification of Words, Phrases and Sentences.

Lesson I[1]

Vocabulary: Classroom objects (book, pen, pencil, notebook, desk, chair, table).

Structure: Demonstrative + be, present tense,

This / third person singular + is / possession pronoun + noun[2]

my / book

Materials: Large cardboard illustrations of the classroom objects.
Oversized word flash cards of the vocabulary items.
Regular sized word flash cards of vocabulary items.
Oversized flash cards of phrases (my book) and sentences (This is my book).

1. Place pictures on the chalkboard ledge. Have students match these pictures with objects in the classroom.

2. Above the pictures on the chalkboard number the pictures 1-7. Pointing to the first picture, name the object represented by the picture. Go through all the pictures in this manner.

3. Repeat the procedure in step 2, but this time with students repeating. (Do several times.) Precede the name of the object with its number.

4. Name the objects in order and have the students give the correct numbers (e.g. T: book, S: one).

5. Name the objects, but this time in(random order) have the students give the correct numbers.

---

[1]At this point the students have learned to read and write the alphabet, the numbers 1-10, and their names.

[2]I begin with the sentence This is my book, rather than the usual This is a book for two reasons. First, This is a book is the kind of sentence that seldom occurs outside of a language learning situation. Secondly, the more meaningful This is my book is probably no more difficult for the student to understand than This is a book. In fact it could be argued that for Indochinese refugees it is easier since one of their languages have an equivalent of our indefinite article, but all of them have pronouns that express possession.

Reading, cont.

6. Repeat step 5 with individual students.

7. Give the numbers, first in order, then at random; have the students give the names of the objects.

8. Repeat step 7 with individual students.

9. Print the name of each object in large letters on the chalkboard over the numbers. Point to the picture, then the word, and give the name.

10. Repeat step 9 with students repeating.

11. With students repeating, spell each word. After the word has been spelled, say the word, eliciting repetition.

12. From the stack of word cards hold up the first word card, which corresponds to the first numbered picture on the chalkboard ledge. Read the word; have the students supply the correct number.

13. Repeat step 12, but now present the words in random order.

14. Repeat step 13 with individual students.

15. Erase the words on the chalkboard, but not the numbers. Have students match word cards with pictures.

16. Place the word cards against the corresponding picture cards so that the pictures are not visible. Indicating the cards and the number, read each word.

17. Read the words in order with the students giving the correct number each time.

18. Repeat step 17 but now read the words in random order.

19. Repeat step 18 with individual students.

20. Give the numbers, first in order then at random; have students give the word.

21. Repeat step 20 with individual students.

22. Have the students match the smaller sized word cards with the word cards on the chalkboard lege.

23. Write the words in a single column on the chalkboard. Repeat the column on the right but in a different order; have the students join matching words.

Reading, cont.

24. Repeat the exercise in step 23 on handouts to the students. Encourage students to match words quickly and silently.

25. Erase the column of words on the right. In place draw simple pictures illustrating each word. Have students join the word to the corresponding picture.

26. Repeat the exercise in step 25 on handouts to the students. Encourage the students to do the exercise quickly and silently.

27. Flash the oversized word cards, have students circle the correct word on a handout. Repeat exercise, this time flashing picture cards.

28. Have the students copy the words from the chalkboard.

Procedure for teaching two word phrases

1. Place the set of picture cards in a stack on the chalkboard ledge. Point to the first card, say "book," then point to yourself and say "my." Then pointing first to yourself and then to the book say, "my book." Repeat several times, each time making a clear gesture of possession. Go through all the picture cards in this way.

2. Say "my" then point to the first picture, eliciting the response "my book." Go through all the pictures in this way.

3. Repeat the substitution drill in step 2, but now without use of pictures.

4. Point to objects on the students' desk, eliciting the appropriate response: "my book, my pen, etc." Encourage students to make gestures of possession when they say the word "my."

5. Place the set of word cards in a stack on the chalkboard ledge. Point to yourself and say "my," then point to the first word eliciting the response, "my book." Repeat with all the words.

6. Place the "my" card on the chalkboard ledge to the left of the stack of cards of classroom objects, then read the phrase: "my book." Replace "book" with the second word; have the students read the new phrase. Go through all the cards in this way.

7. Repeat step 7 with individual students.

8. Write the phrases in a column on the chalkboard. Number the phrases 1-7. Read the phrases, first in order then at random; have the students give the correct number.

9. Giving the numbers, first in order then at random, have the students read the phrases.

10. Repeat step 9 with individual students.

11. Have students match phrases formed with the smaller flash cards with phrases formed with the large cards on the chalkboard ledge.

12. On handouts have students match two columns of phrases in different order.

13. On handouts have students match phrases with corresponding pictures.

14. Plash phrase cards; have students circle correct phrases on handouts. Repeat exercise, this time flashing picture cards.

15. Say a phrase and have the students form the phrase from the small cards spread out on a desk.

16. Have the students copy the phrases from the phrases from the chalkboard.

Procedure for teaching sentences

2. Use the same series of steps used to teach two-word phrases. For more advanced students conclude this section with the following exercises. Have the students form sentences, first written on the chalkboard and then given orally, using the regular sized word cards. On a handout write the seven sentences the students have learned (This is my book, This is my pen, etc.) in a single column but with the words in each sentence scrambled (i.e. is/book/my/This.) Have students rewrite the sentences in correct order.

3. Speaking, Reading, and Writing II. Here the student is presented with familiar material but in a different and expanded context. The vocabulary is not controlled by semantic categories so much as by the nature of a situation, event, or condition being described. The progression from listening to speaking to reading to writing still obtains, but here the students learn to speak, read and write a sequence of sentences that discuss a particular subject. In their final form these sentences become a paragraph.

   The following is a sample lesson.

   Materials: Six oversized cardboard pictures illustrating:
   1) a man
   2) a man getting up; a clock says 7:00
   3) a man going into the bathroom; clock: 7:15
   4) a man eating breakfast; clock: 7:30
   5) a man going to work; clock: 8:00
   6) a man getting on a bus

   Procedure:

   1. Place the six pictures in a row on the chalkboard ledge. Number the pictures on the chalkboard 1-6. Pointing to the appropriate picture, give the number, and say: "This is Tom Lee. He gets up at 7:00. He goes to the bathroom at 7:15. He eats breakfast at 7:30. He goes to work at 8:00. He goes to work by bus."

   2. Change the order of the pictures. Have students put them back in correct order.

   3. Go through the pictures again, this time with students repeating.

   4. Go through the pictures again, this time in random order; have the students give the correct number.

   5. Give the numbers in order; have the students give the correct sentence.

   6. Have individual students tell the whole story.

   7. Make false statements about the story; have students correct.

   8. Ask questions about the story.

   9. Have students tell the story substituting I for Tom Lee.

Reading, cont.

10. Above each picture write the sentence. Read the sentences, with students listening. Read the sentences in groups of 2-3 word phrases, e.g., He is off on Monday.

11. Write the sentences number 1-6 on the chalkboard in a column. Remove the cards from the ledge. Shuffle them, then hold them up, one at a time, asking for the corresponding number.

12. On a handout have the students match the sentences with the corresponding pictures.

13. Give a handout of the six sentences written in a column in incorrect order. Have the students rewrite the sentences in a column, numbered 1-6, in the correct order.

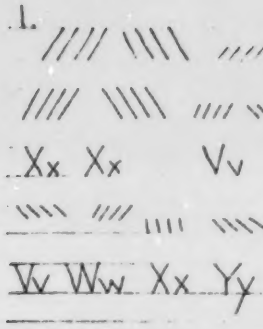
14. In a handout, write a story in paragraph form with every third word omitted. Above the story, list the omitted words. Have the students fill in the words.

15. Have the students copy the story from the chalkboard in paragraph form.

CONTRIBUTOR: Indochinese Refugee Education Guide -- Teaching ESL to Illiterate Adults, pp. 18-22.

B. WORKSHEETS AND OTHER IDEAS

1.



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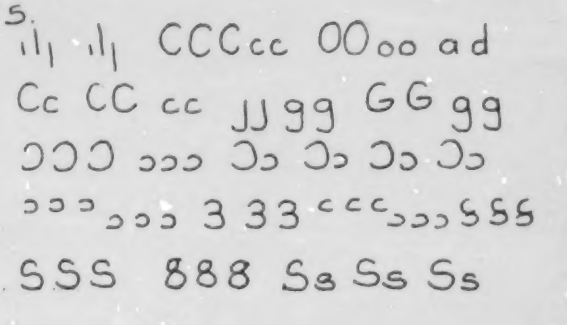

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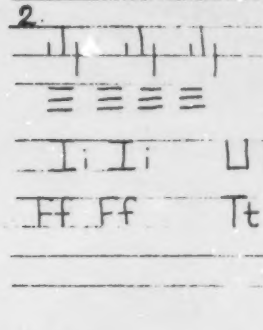

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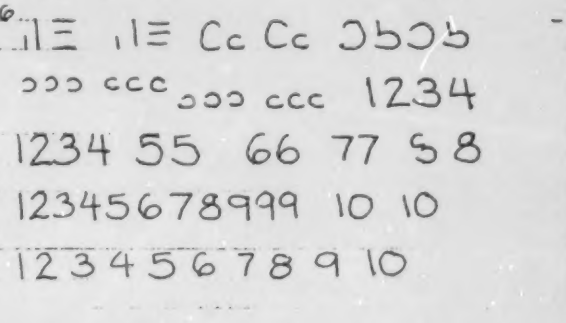

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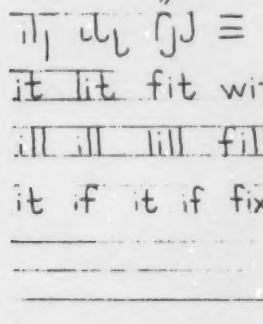

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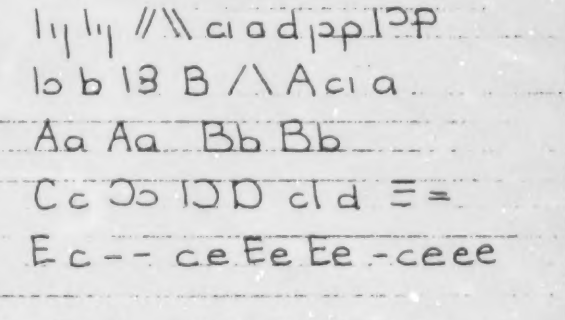

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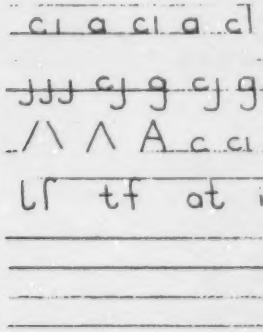

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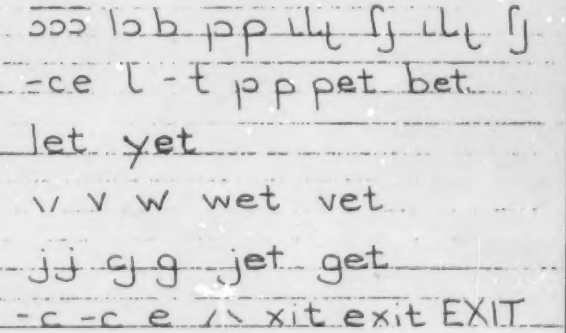


9.

1 2 3 4 5 6 7

8 9 10

13.

10.

11.

12.

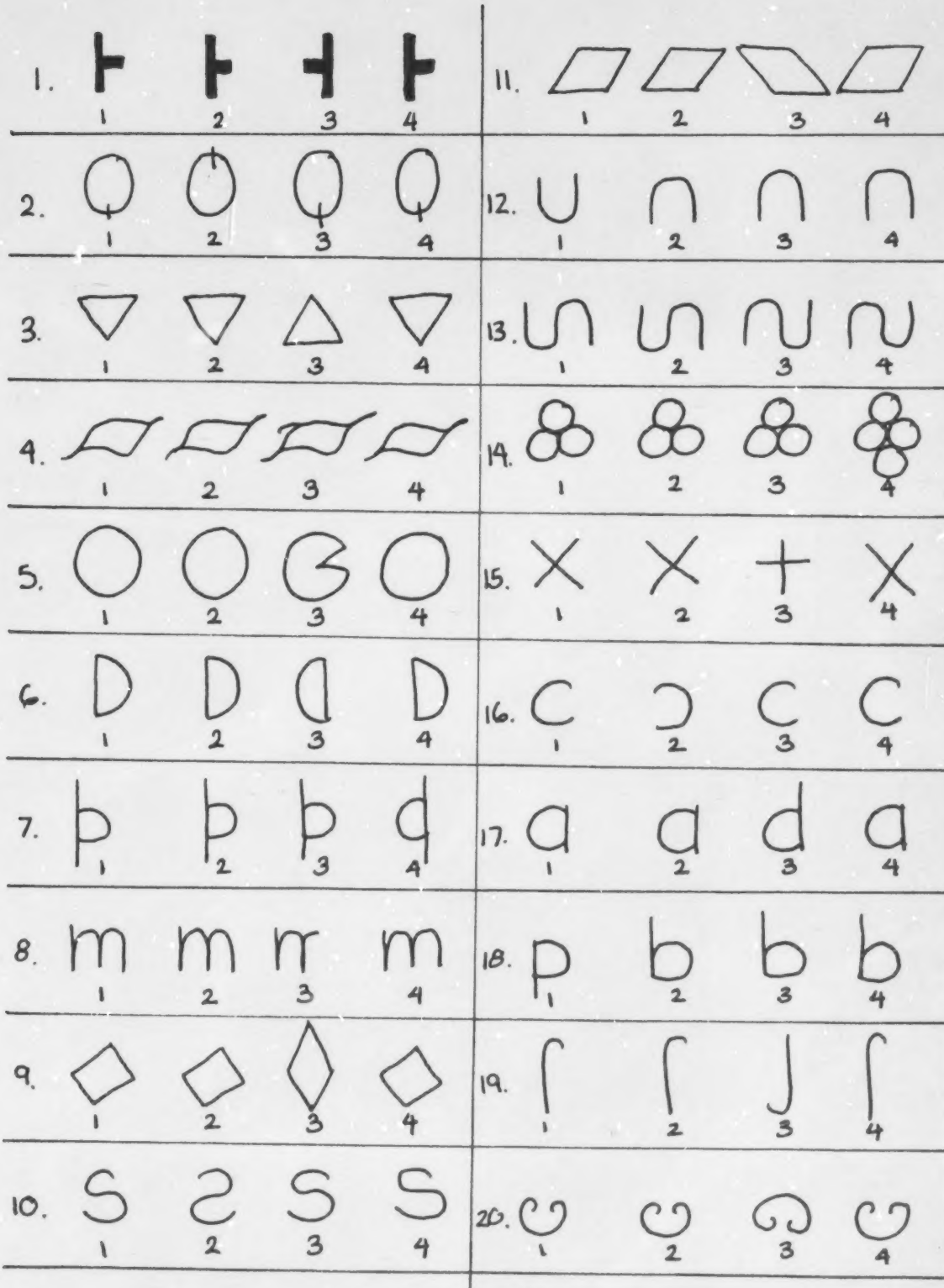
Taken from Indocinese Refugee Education Guides

(see Bibliography)

Name: _____

Date: _____

Not the same



Name: _____

Date: _____

Matching Quiz

①	m	p
s	m
p	s

②	s	m
p	s
m	p

③	s	h
h	m
m	s
b	f
f	r
r	b

④	bi	ba
ba	bo
bo	bi

⑤	da	do
do	di
di	da

⑥	bo	di
ba	bo
do	do
di	ba

⑦	hat	cat
cat	at
at	hat

⑧	bat	rat
rat	fat
fat	bat
mat	pat
pat	sat
sat	mat

⑨	hit	bat
bat	hot
hot	hit
mat	bit
bit	fit
fit	mat
fat	hat
hat	not
not	fat

Name: _____

Date: _____

Fill-in missing letter.

A	B		D
	F	G	
I			L
M		O	
Q			T
	V		X
Y			

Circle the sound you hear.

1. m s
2. m s
3. m s
4. m s
5. m s
6. m s

Name _____

Date _____

Match

a	B
b	A
c	D
d	C
e	G
f	E
g	F
h	J
i	Q
j	I
k	L
l	M
m	K
n	N
o	O
p	R
q	P

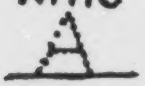
NAME: _____

Write lower case

1. A = a
2. B = ____
3. A = ____
4. E = ____
5. B = ____
6. A = ____
7. I = ____
8. D = ____
9. B = ____
10. I = ____
11. N = ____
12. B = ____
13. D = ____
14. N = ____
15. M = ____
16. N = ____
17. H = ____
18. N = ____
19. N = ____
20. M = ____
21. H = ____
22. L = ____
23. N = ____
24. I = ____
25. L = ____
26. I = ____
27. J = ____
28. L = ____
29. Q = ____
30. R = ____
31. P = ____
32. Y = ____
33. P = ____
34. J = ____
35. Y = ____
36. B = ____
37. D = ____
38. I = ____
39. L = ____
40. G = ____
41. E = ____

NAME: _____

Write Upper Case

1. a = 
2. b = _____
3. a = _____
4. b = _____
5. d = _____
6. b = _____
7. a = _____
8. p = _____
9. c = _____
10. u = _____
11. m = _____
12. n = _____
13. u = _____
14. n = _____
15. m = _____
16. d = _____
17. b = _____
18. j = _____
19. i = _____
20. l = _____
21. i = _____
22. y = _____
23. r = _____
24. p = _____
25. q = _____
26. p = _____
27. y = _____
28. r = _____
29. l = _____
30. e = _____
31. f = _____
32. g = _____
33. e = _____
34. f = _____
35. g = _____
36. h = _____
37. n = _____
38. h = _____
39. a = _____
40. m = _____
41. q = _____
42. g = _____
43. q = _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

A

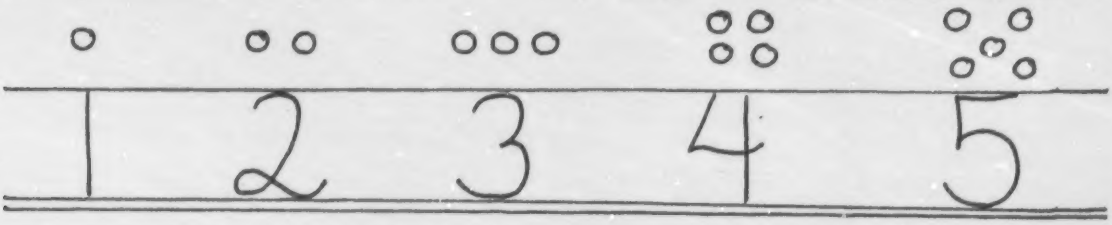
a

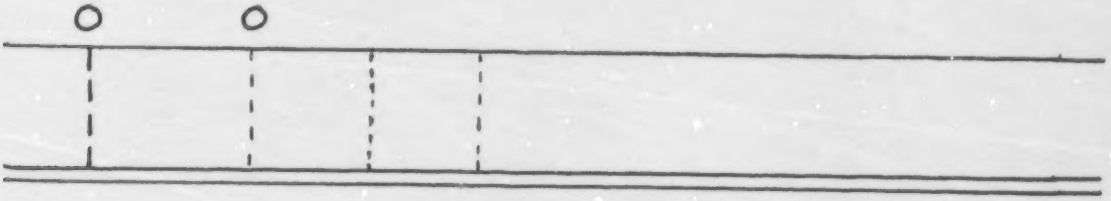
- 77 -

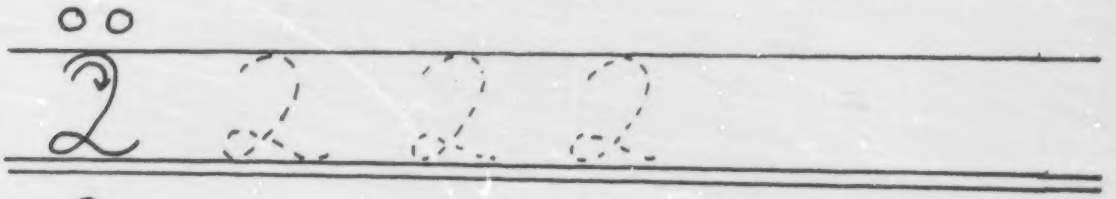
A

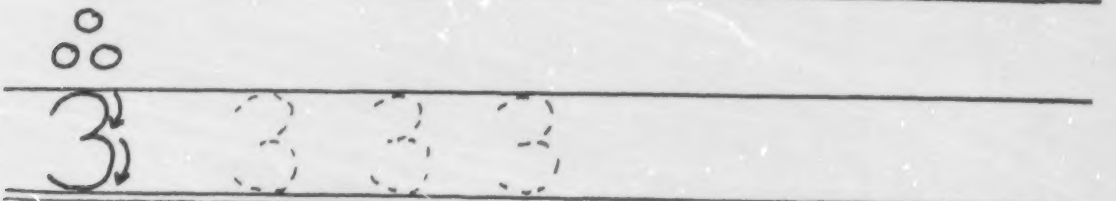
a

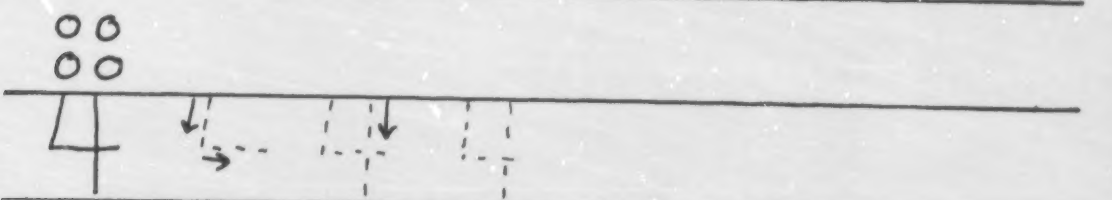
Name: _____

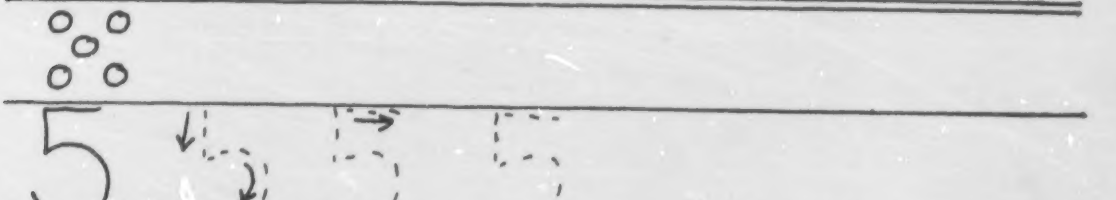


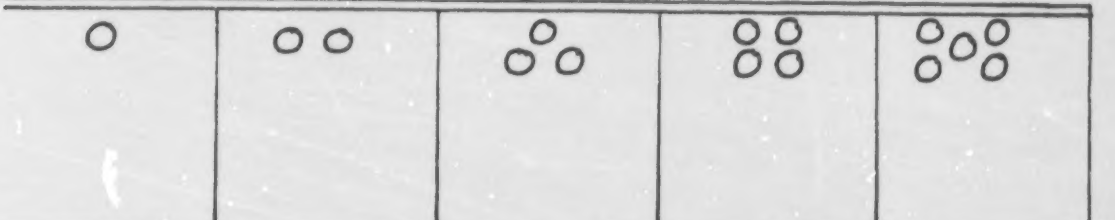


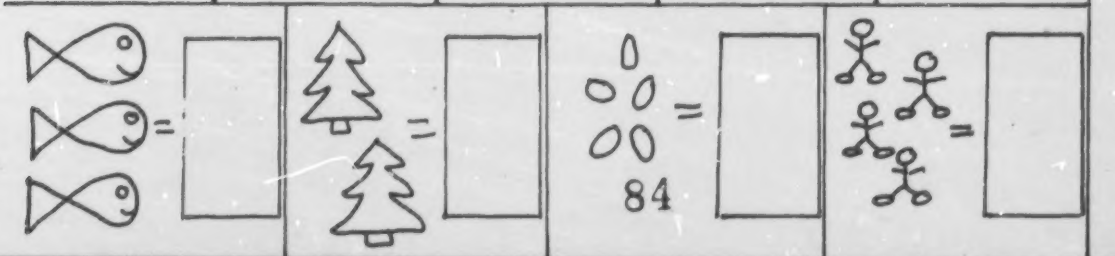












Name:

1 2 3 4 5 6 7 8 9 10

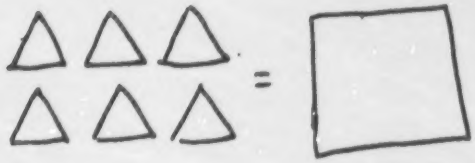
6 6 6

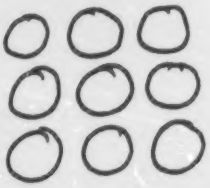
7 7 7

8 8 8

9 9 9

10 10

 =

 =

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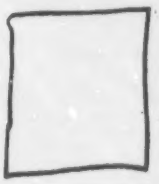
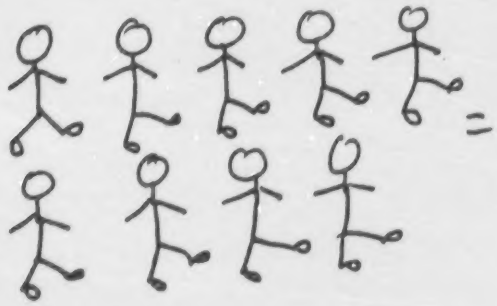
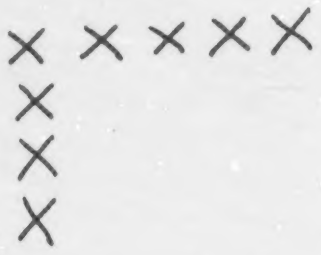
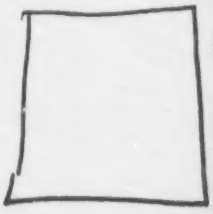
= 

 =

 = 

Name: _____

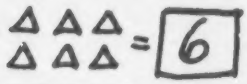
How Many?

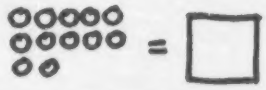
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

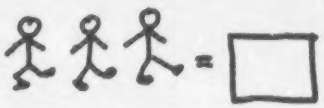
1 2 3 5 6 8 9 12

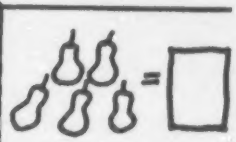
1 2

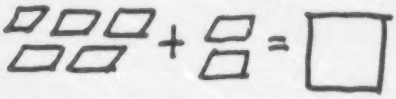
1

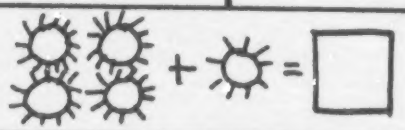


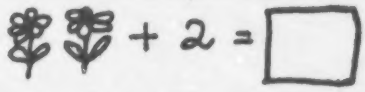


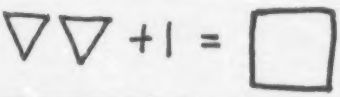






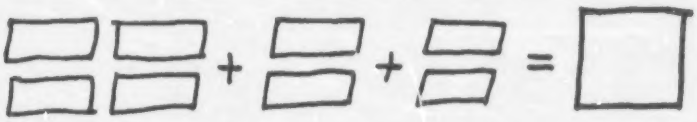


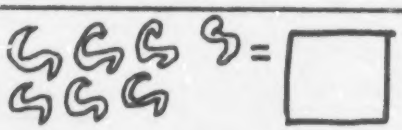




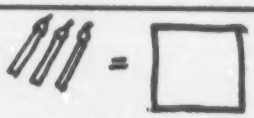
10 + 1 = ☐

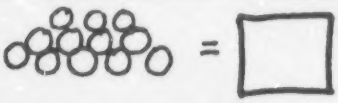
10 + 2 = ☐ 10+3= ☐

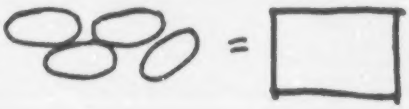




AAAA
AAAA = ☐







10 + 4 = ☐ 10 + 5 = ☐ 11 + 1 = ☐

11 + 2 = ☐ 11 + 4 = ☐ 12 + 1 = ☐

12 + 2 ☐ 12 + 3 = ☐ 13 + 2 = ☐

Name: _____ Date: _____

	1	8	2	1	2	3	9	4
	2	1	3	1	3	2	1	0
	6	1	4	3	6	4	8	3
	2	5	9	6	5	5	2	5
	1	3	5	3	5	8	8	3
	6	7	6	7	3	6	6	5
	4	2	2	1	3	2	5	1
	4	5	3	8	5	8	3	8
	0	2	5	1	3	5	3	2
	6	6	9	6	9	3	9	6
	10	8	9	7	10	1	4	8
	3	6	4	0	3	4	1	2
	6	5	3	1	2	5	7	5

Name _____

Date _____

0		2	3			6	7		9
	11			14	15				19
20		22		24		26		28	
	31				35		37		
	41	42				46		48	
50		52	53				57		59
		62			65			68	
70			73			76			79
	81			84		86			
	91		93					98	
100		102			105				109
110	111		113		115				119

10's	10	20	30		50		70	80		
100's	100		300	400		600				1,000

Name: _____

Date: _____

Before

_9	_2	_3
_8	_6	_6
_7	_5	_9
_3	_4	_7
_2	_8	_4
_1	_7	_10

After

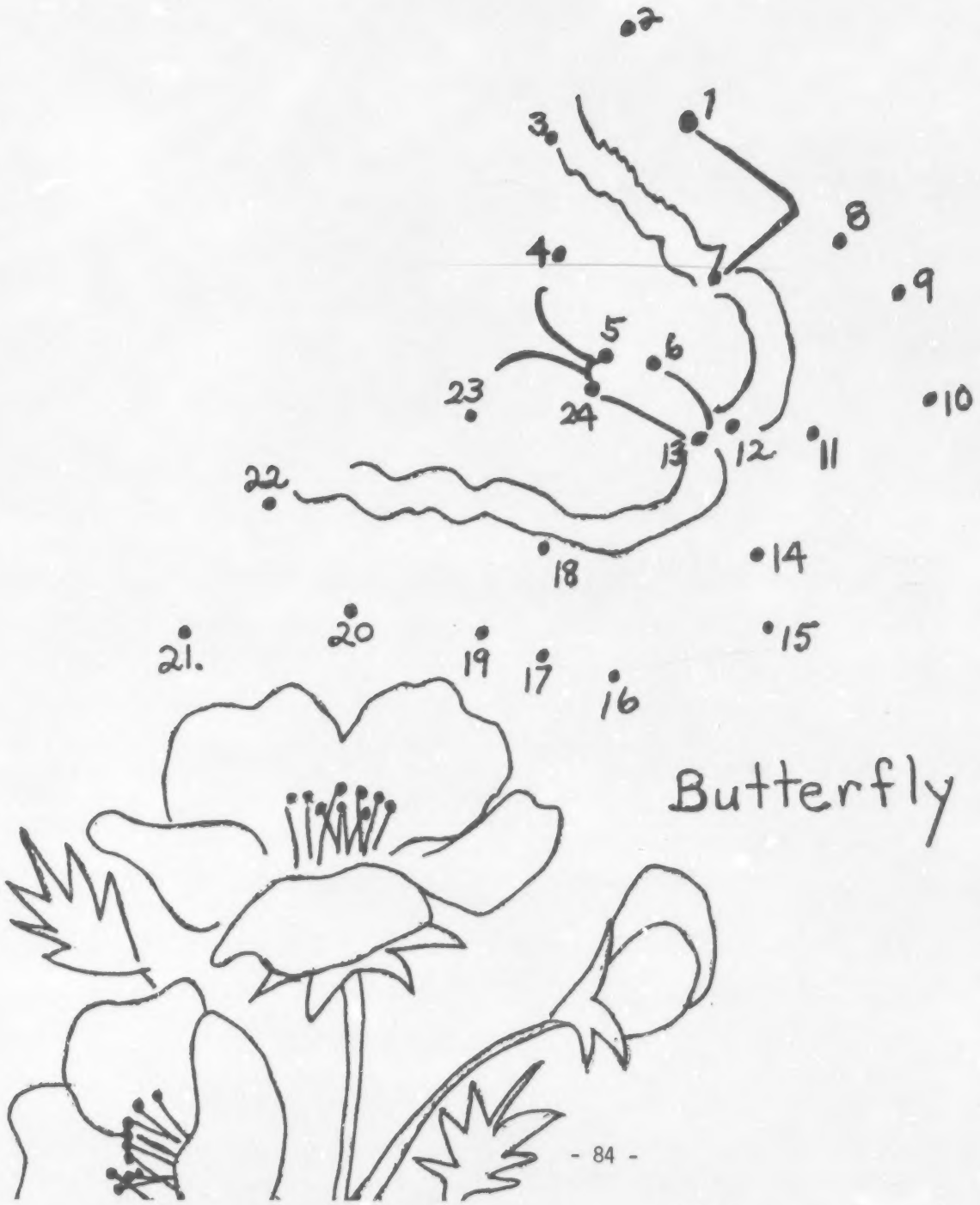
1_	10_	3_
6_	7_	2_
5_	8_	7_
4_	9_	10_
2_	4_	8_
3_	5_	5_

Between

1_3	3_5	6_8
4_6	2_4	2_4
6_8	7_9	3_5
11_13	8_10	5_7
5_7	10_12	1_3

Name _____

Address _____



Butterfly

Name:_____
City:_____
Date:_____

①	6	16	60
②	4	14	40
③	2	12	20
④	8	18	80
⑤	7	17	70
⑥	9	19	90
⑦	3	13	30
⑧	18	8	80
⑨	20	12	2
⑩	14	40	4
⑪	6	60	16

S	M	T	W	T	F	S

Name _____

1. Monday Tuesday Wednesday Thursday
   Friday Saturday Sunday

---

2. Saturday Sunday Monday Tuesday Friday

---

3. Sunday Monday Tuesday Wednesday Thursday

---

4. Monday Tuesday Wednesday Thursday Friday

---

5. Tuesday Wednesday Thursday Friday Saturday

---

6. Wednesday Thursday Friday Saturday Sunday

---

7. Thursday Friday Saturday Sunday Monday

---

8. Friday Saturday Sunday Monday Sunday

---

9. Saturday Sunday Monday Tuesday Wednesday

---

10. Sunday Monday Tuesday Wednesday

Name: _____

Date: _____

Fill-in the missing letter.

(1) _ _onday

(2) _uesday

(3) _ednesday

(4) T_ursday

(5) _riday

(6) _aturday

(7) _unday

(8) Fri_ _ _

(9) Mon _ _ _

(10) Tues_ _ _

(11) Sun_ _ _

(12) Wednes_ _ _

(13) Thurs_ _ _

(14) _ues_ _ _

(15) _on_ _ _

Name: _____

Date: _____

DATES

1) January 1, 1982

__ - __ - __

2) February 1, 1983

__ - __ - __

3) March 6, 1960

__ - __ - __

4) April 10, 1920

__ - __ - __

5) May 30, 1916

__ - __ - __

6) February 16, 1982

__ - __ - __

7) January 22, 1971

__ - __ - __

8) April 12, 1982

__ - __ - __

Name: _____

Date: _____

1-3-82	February 5,1982	1-3-82
2-5-82	March 10,1982	2-5-82
3-10-82	January 3,1982	3-10-82
4-15-82	May 25, 1982	4-15-82
5-25-82	June 30, 1982	5-25-82
6-30-82	April 15, 1982	6-30-82
7-17-82	September 1,1982	7-17-82
8-23-82	August 23,1982	8-23-82
9-1-82	July 17, 1982	9-1-82
10-2-82	December 2,1982	10-2-82
11-2-82	November 2,1982	11-2-82
12-2-82	October 2, 1982	12-2-82

1-4-82→ _____

12-25-81→ _____

2-15-82→ _____

Name: _____

Date: _____

12 Months of the Year

1. Jan.		11.
2. Feb.		12.
3. March		13.
4. April		14.
5. May		15.
6. June		16.
7. July		17.
8. Aug.		18.
9. Sept.		19.
10. Oct.		10.
11. Nov.		11.
12. Dec.		12.

Name:
Date:

12 Months of the Year

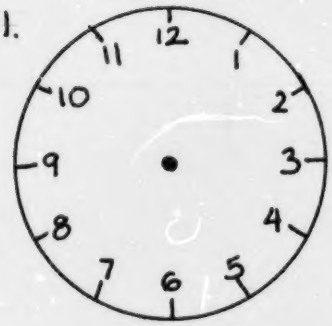
Jan.	February	Jan. January
Feb.	March	Feb.
Mar.	January	Mar.
Apr.	May	Apr.
May	June	May
June	April	June
July	September	July
Aug.	July	Aug.
Sept.	August	Sept.
Oct.	November	Oct.
Nov.	December	Nov.
Dec.	October	Dec.

7 Days of the Week

Sun.	Tuesday	Sun. Sunday
Mon.	Wednesday	Mon.
Tu.	Thursday	Tu.
Wed.	Friday	Wed.
Th.	Monday	Th.
Fri.	Saturday	Fri.
Sat.	Sunday	Sat.

Name: _____

Date: _____

1. 

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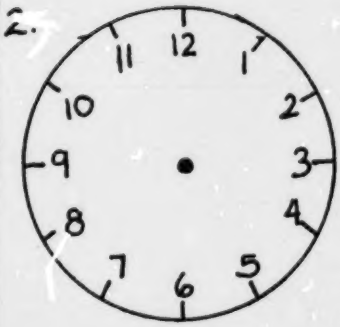
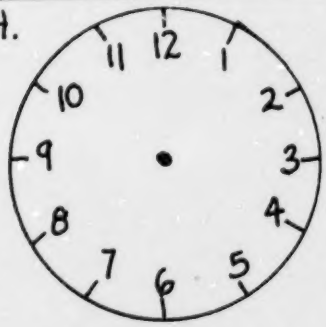
2. 

__:__

3.

__:__

4. 

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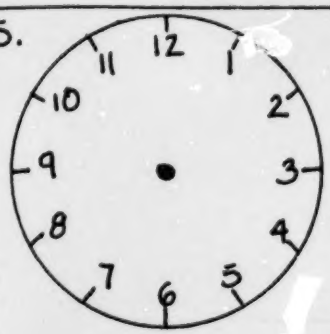
5. 

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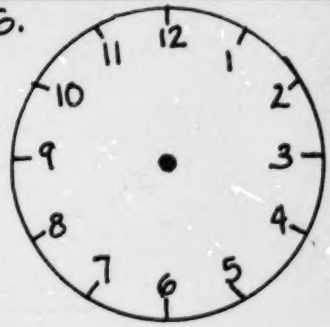
6. 

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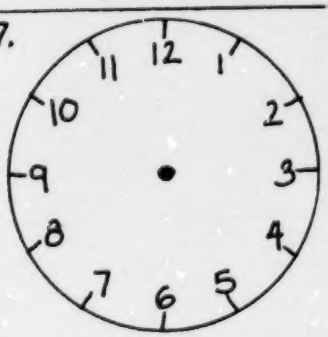
7. 

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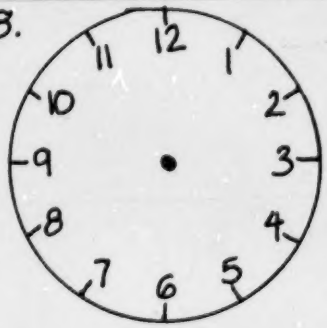
8. 

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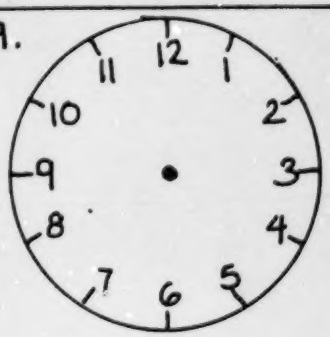
9. 

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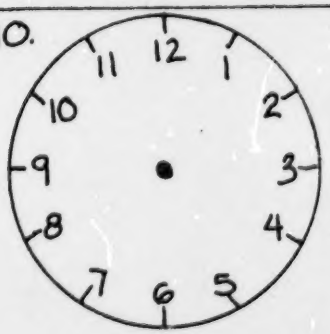
10. 

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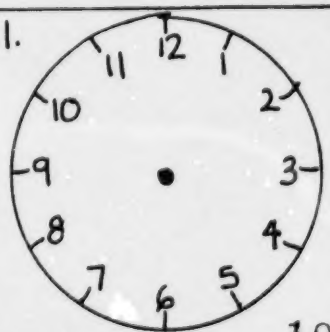
11. 

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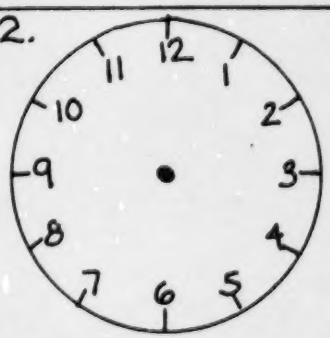
12. 

__:__

Name: _____

Date: _____

Matching

1. Name	ADDRESS
2. Address	CITY
3. Telephone	ZIP CODE
4. City	NAME
5. State	STATE
6. Zip Code	DATE
7. Date	TELEPHONE

Name: _____

Date: _____

Write Upper Case

1. name = NAME
2. Address = _ _ _ _ _ _ _
3. Telephone = _ _ _ _ _ _ _ _ _ _
4. City = _ _ _ _
5. zip code = _ _ _ _ _ _ _
6. date = _ _ _ _
7. State = _ _ _ _ _

Name:

Address:

City: State: Zip:

Telephone:

Name:

Address:

City: State: Zip:

Telephone:

Name:

Address:

City: State:

Telephone:

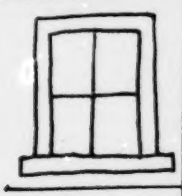
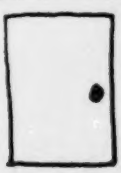
Name: _____

Address: _____

_____

Phonics

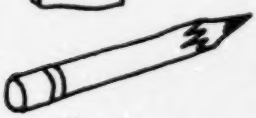
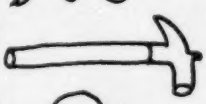
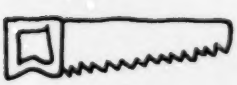
Write the first sound.

7	_even		_ apes
	_ree		_ouse
	_alloon		_et
	_arrot		_an
	_amp		_ouse
	_indow		_arn
5	_ive		_ase
	_oor		_ear

Name: _____

Date: _____

Phonics
Beginning Sounds

	c		l
	l		h
	s		s
	b		f
	a		t
	p	2	n
	m		h
	c		g
	b		i
	c		p
	s		o
	m		f

Name _____

What's your family like?

What's your mother like? My mother is thin and beautiful.
What's your father like? My father is _____
What's your brother like? _____
What's your sister like ? _____
What's your cousin like ? _____
What's your grandmother like ? _____
What's your grandfather like ? _____
What's your aunt like ? _____
What's your uncle like ? _____
What's your niece like ? _____
What's your nephew like ? _____
What's your friend like ? _____
What's your husband like ? _____
What's your wife like ? _____
What's your daughter like ? _____
What's your son like ? _____

fat	short	funny
think	old	chubby
pretty	young	serious
ugly	handsome	
tall	beautiful	

G. OTHER IDEAS

1. Cassette recorders (students'). Ask students to bring own recorders every Thursday; then tape the week's dialogue all at once.

2. Photos/slides. Take slides on field trips. Show to class later to stimulate interest and discussion.

3. Music/songs. Teach songs that have repetitive lyrics to reinforce reading skills. For example, "Happy Birthday to You," or "Are You Sleeping Brother John?", etc.

4. Teacher-made crossword puzzles.

5. Bingo. Helps reinforce number recognition.

6. Fluency exercise called "Instant Interaction" - Use of immediate verbal exchange or phrases commonly used by Americans. No grammar is taught. (See Bibliography-Bassano)

I'm sorry.	That's O.K.
Too Bad.	No problem.
Come on.	Wait a minute.
Hurry up!	Just a minute.
	Not yet.

7. Motor vehicle code booklets: excellent pictures of traffic and pedestrian signs.

8. Maps of the Bay Area. See BART transit maps. Locate nearby towns.

9. Circle familiar sight words from a local newspaper.

10. Label furniture and items in classroom. One day, remove labels; have students replace them on correct item.

11. Use dot-to-dot pictures from a children's coloring book to teach number or letter sequence.

BIBLIOGRAPHY

A. Classroom Texts

B. Classroom Materials

C. Teacher References

BIBLIOGRAPHY

A. Classroom Texts - these books are not necessarily literacy texts, but they contain useful sections such as conversation practice or visuals.

A Conversation Book I, Carver and Fotinos, Prentice-Hall.
Consonants Sound Easy - Sharon Bassano, Alemany Press.

English I: A Basic Course for Adults - Mackey, Ilona, Newbury House.

Entry to English, Book I, Kathleen Kelly Beal, Steck Vaugan Company.

Everyday English, Linda Schurer, ed., Alemany Press.

English for Adult Competency, Book I, Keltner, Howard and Lee, Prentice Hall.

Laubach Way to English: ESOL Teachers Manuel Book I.,Macero & Lane, New Readers Press.

Learning Center Activities for Beginning E.S.L. Language and Reading Development, Book I, Lewis, Dorothy & Eley, Vivian (Permission granted to copy exercise pages).

Lifelines I, Foley & Poman, Regents.

Live Action English, Romijn and Seely, Alemany Press.

Modulearn ESL Literacy Program, Halverson & Haynes, ed., Modulearn, Inc., San Juan Capistrano, CA.

Orientation in American English, Text and Workbook I, Hall, Eugene and Costinett, Sandra., Institute of Modern Language.

Passage to ESL Literacy, Longfield, Diane M., Delta Systems, Inc.

Reading Readiness Book B, M. W. Sullivan, Behavioral Research Lab.

Skill Book 1 and 2, Laubach, Kirk, Laubach., New Readers Press.

Sounds Easy, Bassano, Sharon, Alemany Press.

Bibliography, cont.

B. Classroom Materials

Abacus

Alphabet Poster Cards, Milton bradley Pub.

Alphabets, Noble and Noble, Pub. Co.

Calendar Pocket Chart, Economy Co.

California State Motor Vehicle Code Book (Excellent for traffic signs)

Clock (Laminated teaching clock) and Individual Student Clocks, Developmental Learning Materials

Cuisenaire Rods

English Around the World. (Display cards and posters), Scott Foresman and Company

English as a Second Language - A New Approach for the 21st Century, Modulearn, Inc., San Juan Capistrano

Fruits and Vegetables - plastic models

Maps

New English 900 Wall Charts, Collier McMillan.

New Horizons in English Picture Show, Addison Wesley.

Oxford Picture Dictionary of American English Wall Charts, Oxford University Press.

"Opposite Cards," Milton Bradly

"Picture Power Picture Cards," Easy Aids, Inc.

Play Money Sets

Real Objects - food, kitchen utensils, tools, etc.

See It, Say It, Addison-Wesley Pub.

Signs - Transparencies

"Talk Tiles," Delta System.

"Vocabulary Through Pictures," Easy Aids, Inc.

B. Classroom Materials, cont.

"The Vocabulary Builder"," National Textbook Co., duplicating masters.

"Wipe-off Cards" (alphabet and numbers). Trend Enterprises.

C. Teacher References

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Center for Applied Linguistics, Indochinese Refugee Education Guides, 3520 Prospect Street, N.W., Washington, D. C. 20007 "Adult Series No. 9 - Teaching ESL to Illiterate Adults" No. 100.518 "The Mien," Cal Fact Sheet Series #2.

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